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**EFL TEACHERS' PERCEPTIONS AND PRACTICES OF
ACTIVE LEARNING METHOD IN ENGLISH CLASSES AT
TABO SECONDARY SCHOOL: GRADE 10 IN FOCUS**

BY
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AUGUST, 2020
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DECLARATION

I, the undersigned, declare that this thesis entitled "EFL Teachers' Perceptions and Practices of Active Learning Method in English Classes at Tabo Secondary School: Grade 10 in Focus" is my own work that has not been presented in any other institution anywhere for the award of any academic degree and all sources of materials used for this MA thesis have been duly acknowledged by means of complete references.

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ACRONYMS

AL: Active Learning

ALM: Active Learning Method

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

GM: Grand Mean

ICDR: Institute for Curriculum Development and Research

MoE: Ministry of Education

TEFL: Teaching English as a Foreign Language

TESO: Teacher Education System Overhaul

TGE: Transitional Government of Ethiopia

ABSTRACT

This study mainly aimed to assess the EFL teachers' perceptions and classroom practices of active learning method in English classrooms of grade 10 at Tabo secondary school. In doing this, a descriptive research design was employed by utilizing a mixed method. Accordingly, 5 English language teachers and 64 students were included in this current study by availability and simple random sampling technique respectively. The data for the study were gathered by classroom observations, Likert scale type of questionnaires and semi-structured interviews. Data obtained using classroom observations and questionnaires were analyzed quantitatively whereas data collected through teachers' interviews were analyzed qualitatively/thematically. The study revealed that, English teachers have a higher level perception of ALM concepts as implementing active learning; for instance, has a great contribution in encouraging students' self-confidence and independent-learning in English classes. The result again confirmed that, despite EFL teachers' well understanding of ALM implementation, the actual practices of its techniques in English classrooms of the afore-referred school was poor. The overall findings further proved that, English teachers' perceptions of ALM is mismatched with their classroom practices statistically since the p value is greater than 0.05. Large class size, time constraint to cover the prescribed syllabus and teachers' work load to plan and practice different active learning techniques were found to be the major challenges that hindered the implementations of active learning in EFL classes. Based on the conclusion made, possible recommendations were forwarded to maximize the implementation of active learning in English classrooms.

Key Words: *Perceptions, Practices, Active Learning Method*

CHAPTER ONE: INTRODUCTION

Under this chapter background of the study, statement of the problem, objectives of the study, basic research questions, significance of the study, the delimitation and limitation of the study as well as definition of key terms were presented.

1.1. Background of the Study

Language education includes the teaching-learning of a language. The need to learn language is almost as old as a human history. The history of teaching languages offers a long list of methods to teach and learn. Innovations in language teaching approaches and methods have brought about number of different improvements. Methodological changes follow each other within short periods of time because a foreign language education has witnessed considerable changes and modifications to the language teaching theories to bring about better teaching-learning conditions. For many years, different theories have offered direction on how to teach English. Currently, different methods of language teaching and learning, which encourages interaction, are introduced to promote interactive learning because effective teaching and learning requires different methods and strategies that meet demands of learners (Leu, 2000). Methods are ways of imparting different needed concepts and skills to learners (Ayele, 2017). Methods of language learning and teaching which considered affective in foreign language context were considered to be the more effective than those which didn't (Arnold and Brown, 1999). It is through effective method only that it is possible to make a subject interesting and useful. Due to these main facts, the field of foreign language teaching-learning has undergone many fluctuations and dramatic shifts over years in which these shifts have resulted to the emergence of new approaches, methods as well as techniques of teaching that have played a significant role in promoting language teaching-learning (Celce-Murcia, 1991). As alternative approach to language teaching in general and English in particular is active learning.

In recent years, a global consideration is being given to active learning which is very vital for the successful practice of ELT in the belief that the key to success in responding to the needs of language learners and teachers is its appropriateness for the communicative needs of the learners (Savignon, 2002). This attention is given since active learning in language teaching is currently recognized as a method that is generally accepted norm in English as a foreign language teaching (Brown, 1994). Bonwell and Elison (1991) studies' have further showed that, the strategies of promoting active learning are found to be superior in promoting the development of students' skills in thinking as opposed to passively listening to an expert.

The active learning method concept is derived from Hayward from 1905 and Dewey's work in 1916 (O'Neill, 2005). Carol Rogers was thought to expand the use of this term into a theory of education. Piaget and Malcolm Knowles were also known to be associated with the term student centered learning. This approach of changing from teaching to learning has moved the power from the teacher to the learner (O'Neill, 2005). Considering the amount active learning contributes to English language teaching-learning, the present Ethiopian government has also placed the high agenda on this method so that a continual curriculum revisions have been made and different programs were further designed by the new education and training policy of the country to offer quality training and make active learning approaches practical at the different levels of the country since the previous curriculum design and instructional processes have suffered from the traditional approach in Ethiopia, (MoE, 2002, pp.56-58). For instance, Teacher Education System Overhaul (TESO) program was introduced in 2001 emphasizes on the implementation of participatory, active learning in the pre-service and in-service programs of teacher education among other major programs. Thus, it is underlined that, the importance of using AL in teaching at various levels can promote the development of problem-solving capacities and competencies of the students (MoE, 2002, pp.23-28).

Active learning has become widely recognized and desired method for ELT since English is being used as a medium of instruction from primary to tertiary levels in Ethiopia, and the nature of language learning by itself requires a close interaction of the students with their teachers/peer groups in class. So, learners are expected to have adequate proficiency in using language. This is basically true since students' skill in using language highly determines the students' academic success (Atkins, Hailom and Nuru, 1995). Teachers are also expected to develop their students' language proficiency using an appropriate methodology to shape their meaningful learning program and willingness to accommodate their potential in ELT (Plass, 1998) because, how teachers perceive and practice can influence students' learning outcome.

Constructivist learning theory views language learning as it happens primarily through social interaction with others, such as a teacher or a learner's peers. Therefore, active learning was developed on the principles of constructivist theory, which sets techniques and procedures to apply it in the classrooms. To constructivist learning theory, people learn by using what they know to construct new understandings. It emphasizes that, individuals learn by building their own knowledge, connecting new ideas and experiences to the existing knowledge to form new/enhanced understanding. Learning begins with students' experiences (Bransford, 1999). This theory supports AL by encouraging learners how to think and use facts / information.

Although active learning can help students to initiate and interact ultimately to enhance their understanding of the lessons and improve their creativities, EFL teachers may have witnessed occasions when they face a passive class where students are unresponsive/ avoid interaction with the teacher. “Some teachers seem to ignore students’ positive contributions in language classes (All wright, 1984). Many discussions, arguments and role-playing are exhibited in their teaching process. One of the possible reasons for this may be the inappropriateness of the methods and techniques employed in teaching English language as Mackey (1965, p.138) says that, “the teaching methodology can be the cause of success/failure in language learning; for it is ultimately the method that determines 'what?' and 'how?' of language instructions”. Barkhuizen (1998) made similar comments by stating that students are almost never asked systematically about their learning experiences. This is highly related to teachers’ perceptions about their students’ role in language learning. Such belief affects students’ participation in language-learning and may result in teachers’ poor practice of active learning in EFL classes. Consequently, considering how much this newly advocated teaching method is really worthy that significantly contributes to effective English language teaching-learning in line with the existing problems in EFL classes, the researcher was initiated to conduct a study on assessing the EFL teachers' perceptions and classroom practices of ALM in English classrooms at Tabo secondary school in Jibat district believing that this study would help to look at the nature of the teaching learning process of grade10 English classes relating with active learning method.

1.2. Statement of the Problem

Recently the field of EFL has begun to recognize the importance of exploring the cognitive and affective dimensions of language teachers’ thoughts, judgments, and decisions influence the nature of language instruction (Freeman, 1989; Johnson, 1992). Locally, nowadays, the general consensus is that, there needs to be a change of focus in methods of teaching and assessment employed at all levels (primary to tertiary) of Ethiopian education system (Saint, 2004, p.85). In recent years, there has been an increasing interest in shifting the focus of the teacher-centered classroom to a learner-centered one. This happened as one was inadequate, another method took the turn. Making some critique on the existing approach, innovations were introduced; adaptations were made where highly believed necessary (Altan, 2006:45). Examining teachers' beliefs is important in that it gives us insight into how language teachers make instructional decisions, choose instructional materials, and select certain instructional practices in line with students’ interest. "Effective learning in the classroom depends on the teacher's ability to maintain the interest that students brought to the course in the first place

(Erickson, 1991:26). Whatever level of motivation students bring to their classroom will be transformed for better/worse by what happens in classrooms. Some teachers seem to ignore students' positive contributions in language classes (Wright, 1984.) This is highly related to teachers' perceptions about their students' role in language learning (Barkhuizen, 1998). On the other hand, Borg (2001) suggested that, “how people perceive something is influenced by their belief about that object. For the successful implementation of active learning in EFL classes, there should be teachers' positive perceptions of the method because their perceptions and classroom practices have a close relationship and influence each other. Concerning this, (Hatfield, as cited in MoE 2004, p.79) stated that, active learning is not only sets of activities, but the perception on the part of the teacher that makes learning effective. Again, it is obvious that active learning demands not only teachers to be an expert in their fields, but also they should understand how their students learn. The mismatch between teachers' perceptions and practices negatively affect what goes in English classes (Griffiths, 2007). These perceptions can act as powerful determinants of teachers’ decisions about their actions in their classroom (Hall, 2005). The perceptions of teachers are known to be difficult in order to change as such perception tend to consolidate over a time (Haworth, 2004). These authors suggested that, perception has strong influence on teachers' actions and their particular methods of teaching.

Even though the effectiveness of AL is supported by different researchers and this approach wins the debate over a lecturer-centered approach (Cook & Hazelwood, 2002, p. 297) and though the traditional approaches became theoretically obsolete with rapid advancement in technological resources, educators have noted the existence of separation between theory and practice in a reality. Various research findings consistently have shown that, the traditional method (which does not encourage the students to actively participate in the teaching learning process) dominates in schools and universities (Sternberg, 2003). Another studies revealed that, “Even though Ethiopia's primary education has experienced a shift from the traditional instruction to active learning methodologies in the classroom over the last two decades, the degrees to which these methods are practiced and students are benefited are very far from known (Teshome, 2017). One possible reason for this is the inappropriateness of the methods and techniques employed in teaching English language. As Mackey (1965, p.138) says, “the teaching methodology can be cause of success/failure in language-learning; it is ultimately the method that determines 'what?' and 'how?' of language instructions.” This show, to meet learners' needs, teaching has to be multi-sensory of variety of AL techniques in EFL classes.

In connection to the above experiences, the present researcher as a practitioner in the field of ELT for seven years has personally observed that, there was passive involvement of students in English lessons. Students were not seen as the main actors in English teaching-learning classes. Even if using AL has numerous values for effective learning, the EFL teachers did not fully apply it rather they prefer to use the traditional one or very limited AL techniques. These clearly disclose that there is a gap between theory and practice of AL in EFL classes. One possible reason might seem that most of them have been accustomed to the traditional lecture method which initiated memorization and simple recall of facts by learners.

As to the present researcher's exploration, there were different international and local studies that have been conducted on the area of ALM in English classrooms. For instance, foreign researchers, Momani et al. (2016) conducted a quantitative method study on “The Impact of Implementing AL Strategies in ELT from the Perspective of Intermediate School Teachers”. The study included 35 EFL Saudi teachers. A questionnaire is an instrument used for this study. The study revealed that 90% of the EFL teachers agreed that using AL strategies had positive effect on ELT and develops students' performance. Local researcher, Andarge (2019) also conducted a case study on “Teachers' Motivation in Implementing AL Approach in Non-Government Secondary Schools by including teachers as the target population. His findings revealed that, teachers were not motivated to implement active learning because of teaching-learning facilities, leadership style, seating arrangement and students' lack of interest on it. The same study was done by Arikew (2015) entitled “Assessing Teachers' Practices of Active Learning in EFL Classes at Gohatsion School. This was a qualitative study that employed textbook evaluation, observation and interview tools. This study also targeted only English teachers. The results showed that, because of the challenges; seating arrangements, shortage of textbook and time constraints, the AL practices did not fully qualify its basic principles. Yet, another local researcher, Ayele (2017) has conducted on “An Exploration of Teachers' Challenges and Practices in Implementing AL Strategies in English classes in Grade Nine”. This study was again a qualitative method with observation and un-structured interview tools.

As far as the present researcher's knowledge is concerned, the afore-mentioned studies were focused on the teachers as their target population to assess the nature of AL in English class, but this study shifted the focus to both EFL teachers and students believing that studying only teachers' perceptions and practices based on the notion of AL principles is not enough to fully talk about the nature of AL in EFL class in contemporary language teaching-learning process.

So, the researcher was initiated to include both groups to assess EFL teachers' perceptions and practices of ALM. This current study is again different from the above researches by; the data gathering instruments it employed (classroom observation, questionnaire and interview) and the research method adopted (mixed method) aimed to fill the gap as the above used a single method either a qualitative or quantitative. Besides, this study is different from former studies in grade level (grade ten) and research area (Tabo secondary school). Moreover, as it can be seen from the above cited researches, this current study is different from them in terms of its main purpose which is specifically confined to assess the EFL teachers' perceptions and practices of active learning method in English classes of governmental secondary school.

Furthermore, the researcher believes that, this study is different from above listed researches in terms of the treated 'Correlation between teachers' perceptions and practices of AL', which was not so far assessed in addition to the already seen variables. This study was thus believed to add to the already accumulated knowledge in the area of ALM in EFL classes with prime target to fill the gap. Therefore, the conditions; poor practice of active learning in EFL classes at the school where the researcher is teaching and the existing research gap bring his high sense of curiosity to find out the EFL teachers' perceptions of active learning; point out the extent to which AL techniques were practiced in their EFL classes and explore the challenges that hinder its practices in EFL classes at Tabo high school in Jibat district, West Shoa Zone.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to investigate EFL teachers' perceptions and practices of active learning method in grade 10 English classes of Tabo Secondary School.

1.3.2. Specific Objectives

The specific objectives of this study were to:

1. examine the EFL teachers' perceptions of implementing ALM in their classrooms;
2. identify the extent to which EFL teachers practice AL techniques in their English classes;
3. examine the correlation between teachers' perceptions and practices of AL in EFL classes;
4. explore the challenges that affect the practices of active learning in their English classes.

In line with the above objectives, the study aimed to answer the following research questions.

1. How do EFL teachers perceive implementing active learning in their classrooms?
2. To what extent do EFL teachers practice AL techniques in their English classrooms?
3. What do the correlation between EFL teachers' perceptions and practices of AL show?
4. What are the challenges that affect the practices active learning in English classrooms?

1.4. Significance of the Study

The study aimed at investigating the EFL teachers' perception and practices of active learning method in English classes of Tabo high school. As active learning is the newly advocated and effective teaching method which provides the students an opportunity to become an engaged learners and dynamic thinkers, the study on this area is very important to strengthen theories or concepts that focus on the advantages of active learning method to promote the positive perceptions of English language teachers towards it. Hence, it is hoped that both high school English teachers and students may be benefited from this study's results to know their roles and be aware of the importance of ALM techniques' practices in their EFL classes. Moreover, the researcher believes that, the results of this study can be significant to point out current gaps related to the EFL teachers' perceptions and practices of ALM and find out how to fill the gap between its theory and practice at secondary schools. In such away, it also helps them in deciding to adjust the prevailing situations to improve the performance of EFL teachers to implement AL strategies in their English classrooms. Besides, it may introduce different AL techniques for both English teachers and students. Furthermore, it is believed that, the results of this study may be used as a reference or supporting document for any other researchers to make further related studies to improve the English language teaching in secondary schools.

1.5. Delimitation of the Study

The study was restricted conceptually, geographically and in terms of participants. The area of the investigation was focused on EFL teachers' perceptions and practices of active learning method in English classrooms. The study also doesn't exhaustively explore all the techniques of active learning, but concerned with only the most commonly used of AL techniques in English classes. It was delimited to Tabo secondary school, particularly to grade10 English teachers and students as participants of the study. Moreover, the sample of this current study was delimited to 69 (5 EFL teachers and 64 students).Therefore, this study was confined to grade10 EFL teachers' perceptions and practices of active learning in English classes.

1.6. Limitation of the Study

Throughout the process of conducting this research, there were some limitations observed. For instance, there was unwillingness of few students to fill out and return the questionnaires on time being in the 'Covid-19' pandemic fear. Despite such challenges that confronted, the researcher has tried his best and overcame through; making smooth relation with the students, clearly stating his research purposes, implementing social distance, using mask and sanitizer.

These techniques enabled the researcher to collect the right information and deduce relevant conclusions based on the data from the respondents. On the other hand, there was a limitation of continuously conducting classroom observation as intended. The rationale behind was as the government closed the whole schools starting from March 07-2012 E.C. because of the 'Covid-19' pandemic in the country, the researcher could not continue his class observation as already planned. But he filled this gap in two ways. First, the already conducted observations before a 'pandemic' were systematically analyzed although it was inconsistent with his plan. Second, the research question to be answered with this tool was consolidated again by the rest tools (questionnaire and interview), which is item asked the extent to which AL techniques were practiced in EFL classrooms. Finally, the data obtained from grade10 EFL teachers and students of Tabo high school on the perceptions and practices of ALM might be different from those provided by other higher secondary schools. For broader generalization, it would be better if EFL teachers and students from more high schools at zone or regions had been involved. However, this study is highly believed to be a good starting point for other studies that will investigate the issues in detail with large samples and resources in a wider context.

1.7. Definitions of Key Terms

Perception-is noticing something, thinking about/judging something. It is the way people think something (Aschalew, 2008, p.24). In short, it is the view or feeling of EFL teachers on the implementation of active learning method in their English classes.

Classroom Practices- refer to the teachers and students regular use of active learning method in the teaching learning process. It shows what teachers and students are expected to do in their actual classroom (Babitski, 2011, p.1).

Active Learning Method- It is an instructional method in which learners actively participate in their learning process via learner-centered activities that exercise the higher order thinking skills (analysis and syntheses than passively listening to a lecturer (Bonwell & Elson, 2003).

Methods: are ways of imparting different concepts and skills to learners (Ayele, 2017). They can be the overall plan/procedure used for orderly presentation of AL lessons (Anthony 1963)

Techniques: implementations of activity that teachers use in given method (Anthony, 1963).

Secondary School: refers to a new educational institution consisting of four years of higher secondary schools that will be completed at cycle of grade (9-12).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter of the study focuses on the related literature which discusses the theoretical issues about the practice of active learning method. Thus, it deals with the concepts of active learning method with its learning theory behind; classifications of the instructional methods, importance of active learning for the teachers and students, teachers' and students' perception towards practice of active learning, the major techniques of active learning method used in English classes and challenges EFL teachers and students face in practicing active learning.

2.1. Concepts of Active Learning Method

Active learning has received considerable attention over the years. Often presented as a radical change from traditional instruction, active learning has attracted strong advocates in faculties looking for alternatives to traditional teaching methods, although some faculties see active learning as one of a more long line of educational fads (Prince, 2004, p.223). Recent studies of learning recognize the different approaches that emphasize student activity. In the modern psychology of learning, many concepts have the same purpose, though they originate from different theoretical frameworks. Examples of these concepts of learning are problem solving, cooperative and inquiry-based learning. Their common feature are student's active impact on learning, student's involvement in learning process, allowing students to focus on creating knowledge with emphasis on such skills as analytical thinking, problem-solving and meta-cognitive activities that develop students' thinking (Niemi, 2002).

An active learning environment requires the students and teacher be committed to a dynamic partnership in which both share a vision of and responsibility for instruction (Fern, Anstrm, & Silcox, 1993). It is multi-directional experience in which learning occurs; teacher-to-student, student-to-teacher and student-to-student (Silberman, 2004, p.12). Thus, from the above, we can deduce that ALM is activities that students do to construct knowledge and understanding that lead to the meaningful learning. Further, Kyriacou (1998) notices that, in essence, active learning is 'how pupils learn' which is as important as the 'content of what they learn'. It consists of any learning activities where pupils are given a marked degree of autonomy and controls over organization, conduct and direction of activity. The constructivist perspectives of learning mainly initiate the need for AL in the class room. This learning theory emphasizes that individuals learn through building their own knowledge, connecting the new ideas and experiences to the existing ones to form new or enhanced understanding. Approaches that promote active learning often explicitly ask students so as to make connections between new

information and their current mental models, extending their understanding (Branford, 1999). In the concepts of active learning method, unless the activities that learner does are seen to be individually important and believed to possess purpose or those students' ideas, contributions and findings are valued, the learner will learn little of benefit. In other words, learning is active to the extent that learner is an active partner throughout the activity, within the class and outside the classroom. In line with this, Silberman (1996) states that, when learning is active, students perform most of the activities or the works, using their brains, analyzing ideas, solving problems and applying in their a daily life what they have learned. He further extended his explanation by saying that AL is interactive, supportive, fun, and fast-paced and personally engaging every learner and thus become effective when employed. It is the extent to which learner is required to use his/her mental capability in learning process (Brown 2007).

Bonwell and Elson (1991) also suggested learners work collaboratively, discuss materials while role playing, debating, engage in case study, take part in cooperative learning/produce short written exercises etc. As Temechegn (2002) explained active, student-centered learning as whether or not a given activity is learner centered depends largely on who is in the charge; who decides what should be learned, who should learn it, what methods and resources should be used, and how the success of the effort should be measured. To him, to the extent that the learner makes those decisions, is generally considered as learner centered method, for its promotion of learners' active involvement. The argument is when active learning exercises should be used during the instruction. While it makes some sense to use these techniques as a follow up exercise/application of known principles, it may not make sense to use them to introduce materials. Proponents argue that these exercises may be used to create a context of materials, but this context may be confusing to those with no prior knowledge.

In general, from the above argument supported by different scholars, it can be realized that AL is an essential element in education that have received a universal importance and it is a method of educating students that allow them to participate in class. It takes them beyond passive listeners and makes students to take some direction and initiative during the class. Hence, in order to make the teaching learning process active, EFL teachers should practice some basic points in their classrooms. These points may include connecting learning to the students' daily life, organizing them to certain small groups, encouraging them to participate in class discussion to solve problems and exchange information from what they are learning and other sources. The teacher has also to move among the groups to ensure that students are on the right track, and facilitate their discussions while they work in groups or pair.

2.2. Theory of Learning behind Active Learning Method

The field of education has undergone a significant shift in thinking about the nature of human learning and the conditions that best promote the varied dimensions of human learning. It is crucial to understand the theoretical framework that active learning techniques are built upon. As in psychology, there has been a paradigm shift in views of learning from behaviorism learning theory to cognitivism and now to constructivism (Bolt & Brassard, 2004, p.161). Hence, the emphasis and attention given to active learning approach reaches its peak with the advent of the constructivism in which its view extends to the meaning of language-learning.

Constructivism was founded on cognitive psychology, social psychology, extensive research in education, and neurological science. The biggest impact that constructivism has had on education is, it moved focus of learning from teacher to student (Burns, 1999). Constructivist theory has a different view of knowledge and therefore holds a different view of approaches to learning. While proponents of this theory hold a variety of opinions about knowledge and learning, they would have agreed with the underlining belief that knowledge is constructed by people through their personal prism of experiences. Constructivists believe that what a person knows is not a function of detached observation, but rather it created by interaction with the world and that knowledge and realities are subjective (Fostnot, 1989). From a constructivist perspective, the students are actively and individually construing their own social knowledge rather than merely copying knowledge (Garfield, 1995). In educational context, the ideas and concepts of constructivism led to the development of active learning approach to learning.

The Constructivism theory is based on the idea that “meaningful learning occurs when people actively try to make a sense of the world, when they construct an interpretation of how and why things are by filtering new ideas and experiences through existing knowledge structures (Snowman & Biehler, 2000, p.291). Constructivist learning is associated with students' active participation in meaningful, relevant, and authentic learning activities, and the teachers are expected to play a facilitating role instead of engaging in indoctrination/one-sided lecturing and students are expected to be autonomous learners, critical thinkers and active participants, together with their peers and teachers. This theory believe that AL approaches often embrace use of cooperative learning, a constructivist-based practice that places particular emphasis on the contribution that social interaction can make. So, AL approaches that rely on group work rest, on socio-cultural branch of constructivist theory, leveraging peer to peer interaction to promote students’ development of extended and accurate mental models (Xamaní, 2013).

Leu (1998) has further stated that, the constructivist model emphasizes on the analysis and interpretation. Although some facts are seen as being relatively fixed/ stable, the instructional emphasis is using those facts in creative, analytical or critical way rather than just absorbing them for the purpose of repetition. When we analyze and interpret, we also produce/ construct knowledge or new ways of looking at the world. In this model, the learner's task is to interact with the world around him/her, to understand, think critically, make linkages, interpret, draw conclusions and communicate about what he/she is learning not just to absorb or accurately repeat information. The teacher's task in this model is so as to use classroom methods that encourage the pupils to be as active as possible by analyzing and interpreting knowledge by using higher order thinking skills of active learning (problem solving and communication) based methods in their teaching.

Based on the constructivist approach, meaning is individual that the students are encouraged to come with divergent thinking, formulating, shaping, and redefining their concepts. They are not forced to focus on one correct or best answer like the positivists say. For example, in reading literary texts, the reader is involved in a transaction with the writer of the text using his background knowledge, beliefs, expectations, and as a result meaning is determined based on this interaction in the text (Amer, 2003, p.68;). In this approach, students are not enforced to memorize ideas from external sources, but form their own understanding based on the given resources. Also, Dueraman (2012, p.258) reports that speaking and writing skills are constructed socially, where people, peers, teachers and native speakers are likely to help the students improve their skills. This type of support is especially important for the teaching speaking skill in EFL context, since students do not get favorable environment outside the classroom. They spend a lot of time talking in their mother tongue than using English, and do not spend enough time in practicing speaking English. Wray and Lewis (1997) formulated four principles of constructivist learning theory for teaching. The first one is learners need enough previous knowledge and understanding to enable them to learn new things, which shows they need help making links with new and previous knowledge explicit. The second principle shows, children's awareness of their own thought processes should be promoted. Thirdly, provision should be made for social interaction and discussion in groups of varying sizes, both with and without teacher. And meaningful contexts for learning are very important that it must be remembered what is meaningful for a teacher is not necessarily meaningful for the child. To constructivism, learning is not passive reception of information but a student's actively constructing and reconstructing his or her conceptions of phenomena.

To sum up, active learning method is based on a learning theory called 'constructivism' which emphasizes that, learners construct and build their own understanding. The theory of social constructivism which is referred as 'student-centered instruction' says that learning happens primarily through social interaction with others, as teachers and learner's peers. Hence, this theory supports active learning, student centered method of teaching learning a shift from teaching through memorizing or repeating of information to learning by discovery, analysis, evaluation, problem solving to create new knowledge and understanding. In short, since the constructivist learning theory has been supported by numerous publications in the literature that highlights the role of student as an active participant and teacher as a facilitator, it can be the view of knowledge from which active learning in classroom came out.

2.3. Classifications of Instructional Methods

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

Although these classifications of methods use the different terminology, mostly they have a similar conceptual frame of reference. Therefore, the degree of students' participation in the instruction process is the common basis of all these classifications. Since it is witnessed that these terms have common features for their classifications in spite of the variation in names, these terms are implied by terms; 'Teacher-Centered' Vs. 'Learner-Centered' (Active learning) methods as the framework for our presentation here in this study (Ibid, p. 68).

2.3.1. Teacher-Centered Methods of Instruction

According to (ICDR, 1999, p.68) this method gives the priority role and responsibility to the teacher. The teacher was the center of classroom activity. It was thought that, teacher holds the knowledge necessary for learners to be successful. In this mode of teaching, the teacher uses 'chalk and talk' or other methods of teaching in which he/she is active and students stay passive. The teacher either writes notes on the board, which the students passively copy in their exercise books or memorize information from their textbooks. The teacher-dominated classroom (teacher-fronted) is characterized by teacher's speaking most of the time, leading activities and constantly passing judgment on student performance. On the other hand, Frazee et al (1995, p.205) has explained that, the skills are taught by the teachers' telling, describing, demonstrating and explaining the desired technique step by step in their attempt to master the techniques via drills, practice and recitation. As (Plass, 1998 and Lue, 2000) have claimed, pupils are assumed to be 'empty vessels' that have to be fed by the teacher. Moreover, in this case, the teacher will do most of the talking and it is the students' duty to listen to what the teacher has to say, memorize and repeat it during reaction period or in examination papers (Eggen and Kauchax, 1996, p.179). Macharia and Waria (1994, p.39) have summarized some essential characteristics of teacher-centered approach as; teacher is more active than pupils; he/she is active in explaining, monitoring and describing. The pupils listen passively while the teacher pour's knowledge into them. The main pupils' activity is listening and perhaps copying notes from the chalkboard. Since the desks are arranged in straight rows, there is no group work at all. Therefore, this method is not effective because of the reasons that it is teacher oriented; not appropriate for the teaching creativity, higher-level thinking skills, or abstract concepts and ideas associated with a great deal of teachers talk and memorization, and emphasis on learning (Arends, 1991). Silberman (1996) has stated that passive learning reveals several limitations like, students' attention to decreases with each passing minute; it tends to promote lower-level learning or factual content; it appeals only to auditory learners and emphasizes memory, and it assumes that all students need the same information. When learning is passive, learner comes to encounter without curiosity, questions, and interest.

Generally, from the above arguments, it can be deduced that the teacher can be taken as a knowledgeable of the subject matter and student experiences have not been recognized in the teacher-centered methods of instruction. Further, the learners are the passive receivers of knowledge whereas teachers and texts are sources of authority.

2.3.2. Learner-Centered Method/Active Learning/of Instruction

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

ICDR (1999) also pointed out that teaching is guided by a learner-centered perspective that can enhance students' motivation to learn and more important to their actual learning. Here, learning centered instruction is critical to creation of optimal learning climate at all levels of the system and for all participants. Also as stated in (MoE, 2003) when learning is planned according to the students' needs, it provides opportunity for them to learn mostly in language classes and many activities should be carried out by the students. Moreover, Brown, (1994) state that, learning is the most meaningful when topic is relevant to the students life, needs, interests and when students themselves are actively engaged in creating, understanding and connecting it to knowledge. Therefore, students will have a higher motivation to learn when they have a real stake in their own learning.

According to Plass, (1998, p.310) in learner centered classroom, the students are actively involved in the learning process, and their prior knowledge and experience is an integral part of that process. They are encouraged to articulate their ideas and opinions. No one style of teaching dominates a variety of approaches, catering for different learning style, is used. The instructor creates opportunities for learning and encourages learns autonomy. Theory and practice are integrated, and students themselves are assessed not only on their knowledge but also on their understanding of subject matter. Students work in Pairs and in small groups, collaborating, sharing their own and benefiting from each other's Individual styles, strategies and skills. Similarly, Silberman (1996, p.10) suggests that, active learning challenges students to learn how to state information in their own words; illustrate ideas with their own examples. When learning is active, learner is seeking something. He/she wants an answer to question/ needs information to solve a problem. Further, according to Bonwell (2003) some of the major characteristics associated with active learning strategies are; students are involved in more than passive listening and engaged in activities (reading, discussing, and writing);there

is less emphasis placed on information transmission and developing student skill. In addition, there is a greater emphasis placed on the exploration of attitudes and student motivation is increased especially for adult learners. Further, the students can receive immediate feedback from their instructor and involved in higher order thinking, analysis and evaluation.

To generalize, in 'learner-centered instruction'; the learner has a responsibility for their own involvement and participation in learning, and the teacher's works are; facilitating, creating conducive environment for learning, offering guide, observing and evaluating his/her students in a more objective way. In other words, the teacher, as a co-worker, is not expected to give information only, but also expected to design instructions that would lead students learning for understanding through debating, interrogating, discussing, creating and explaining.

2.4. Principles of Active Learning

Barnes (1989) has suggested seven principles of active learning. The first one is purposive which shows the relevance of the task to students' concerns. Reflective can be other principle that indicates the students' reflection on the meaning of what is learned. Thirdly, negotiated which is the negotiation of goals and methods of learning between students and teachers. Besides, critical as a principle which shows students appreciate different ways and means of learning the content. The fifth proposed principle is complex which claims students compare learning tasks with complexities existing in real life to make reflective analysis. Another principle is situation-driven which shows the need of the situation is considered to establish learning tasks. And the last principle of active learning is engaged which shows real life tasks are reflected in the activities conducted for learning.

Similarly, as (Wagner and Longmire, 1999) have stated the principles created to help the implementation of active learning process as: learning does not occur in a vacuum. Learners discover and construct meaning from information and experience based on their unique perceptions, thoughts and feelings; more information doesn't necessarily mean more learning. Learners seek so as to create meaningful uses of knowledge regardless of quantity and quality information presented; learner link new knowledge to existing information in ways that make sense to them; the remembering of new knowledge is facilitated when it can be tied to a learner's current knowledge; learners are individuals. Not all learners are at the same stage of physical, intellectual, emotional as well as cultural backgrounds. The learning environment is important. Learners learn best in a friendly, socially interactive and diverse environment.

2.5. Research Findings on Active Learning

Research shows that active learning plays a great role in teaching learning activities. Various studies both in local and abroad were conducted on the area of active Learning. For instance, the study Bonwell and Alison (1991) conducted showed that strategies promoting active learning are found to be superior in promoting the development of students' skills in thinking and writing in detail. Moreover, it addresses different learning style that requires the use of different learning strategies in active learning (Orlich et al, 2001). On the other, Silberman, (1996, p.44), has delivered that 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-learning strategy, the effectiveness of active learning has been clearly documented. However, in the institution of higher learning there have been challenges to incorporate 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 being student-centered. However, passive learning occurs in a setting where the teacher is the focus, described as teacher- centered instruction. On the other hand; Halperin, (1994) comments on the domination of the old instructional approach in most higher education. He suggests that most activities today, in 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.

2.6. Active Learning Method in Ethiopian Context

The main theoretical background that led to growth of active learning signifies paradigmatic shift from the transmission model of teaching method to a process oriented, participatory model, and seeing learners as active agents in their learning and teachers as researchers of their work (Nunan, 1988, p.11). Lue (2000) explains that the education, training policy and the existing curriculum of Ethiopia call this as 'active learning'. In Ethiopia, in line with the assumption of stipulation of current education and training policy; ALM/student-centered has come to practice since 1994 (MOE, 1994).Therefore, after the adoption of currently working Education and Training Policy in Ethiopia, extensive changes have taken place in education. One of the changes is the paradigm shift in 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 major paradigm shift in our thinking about

education and the underlying ideas like active-learning approach, problem solving, student sensitive learning, the use of higher-order thinking skills have been introduced through this reform. Similarly, in teacher education, there have been continuous changes in curriculum and teachers' profile since the educational reform in the country. Particularly, at present, the teacher education program is guided by Teacher Education System Over-haul (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 subject content has been treated in a theoretical way. As a result, according to the document, it has produced teachers who are not necessarily good at teaching in schools using active learning. Thus, the intention of the new Teacher Education Program is to prepare teachers who can confidently teach using active learning approach and the development of problem solving skills through a learner-centered approach. In this assumption, teachers must be able to use range of teaching strategies including active learning; interactive teaching and independent study and thus, be able to select strategies according to students' needs. Thus, the Ethiopian education policy advocates active learning in real situation that teachers be able to use a range of teaching strategies of active learning and needs to model classroom.

2.7. Active Learning and EFL Teacher Education

According to Johnson (1995) Teacher educators' education is based on the assumption that students will eventually teach in the way they were taught. In line with this, Frazee et al. (1995, p.80) state 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 regard to actual learning opportunities provided to students. The best designed curriculums as well as the poorest owe ultimate success or failure to the quality of the teachers' planning and implementation. In other words, according to Frazee et.al, if teachers lack knowledge of teaching through active learning method which requires new roles and commitment, the implementation will be seriously hampered. Hence, provision of in-service teacher training is essential to acquaint teacher trainers with new teaching learning methodologies, which are learner-oriented (active learning). If the expectation that the learners should be the agents of change is taken seriously; the capacities this work requires of them should be considered

carefully, pre and in-service teacher education should be examined critically and ways to enhance teachers' learning across their careers need be explored (Mukalel, et al. 1999, p.301). Further, Nunan (1995) claims that, since the students study in order to become teachers, it is important early in their careers to impart the notion of learner centered education. This means organizing a class so that students are more involved in the teaching and learning process and the teacher is less likely to dominate classroom events. In line with this, the Education and Training policy of Ethiopia emphasizes new pre-service training packages which are strongly practice-oriented at all level of training, so that graduating teachers attain the necessary skills and a positive attitude in the application of variety of methods (ICDR, 1998, p.40). Squazzing and Gran (1998) have also pointed out that good and effective education in the classroom demands a well prepared competent teacher academically and pedagogically on selection of strategies, activities and materials to achieve the objectives. In line with this idea, as stated by MoE (2003) in Ethiopian context there have also been continuous changes in the curriculum and teachers' profile since the educational reform in the country particularly, at present, the teacher education program is guided by the Teacher Education system over all. The document has stated that, in teacher education program, passive learning has to be replaced by active, learner-focused education. The document further advocates a Teacher Education system that develops and includes higher order thinking skills in graduates and emphasizes that teachers are essentially agents for positive societal change. This document also strongly criticizes the previous teacher education system, which was traditional; where the subject content has been treated in a theoretical way. As a result, according to the document, it has produced teachers who are not necessarily good at teaching in schools using active learning. Thus, the intention of the new teacher education program is to prepare teachers who can confidently teach using active learning approach and the development of problem solving skills through a learner-centered approach. In this assumption, teachers should be able to use a range of teaching strategies including active learning; interactive teaching and independent study thus, be able to select the strategies according to students' needs.

In general, though the policy has advocated active learning, there is a gap between theory and practice of ALMs particularly in EFL classes in secondary schools. Thus, teacher education needs to model class room teaching skills and methods that reflect and go in line with the Education and Training Policy. On the other hand, in order to maximize the development of changes in education, teachers need the opportunity to develop shared goals, expectations, and beliefs of what good teaching is and how to carry out instruction by using AL techniques.

2.8. The Practice of Active Learning Method in English Language Classes

In the history of English language teaching, different methods of language teaching have been observed. These methods vary from grammar translation method which focuses on lesson organized around grammar points (Richard & Rodgers, 1986), to communicative language teaching method which pays systematic attention to functional as well as structural aspects of language (Little Wood, 1981). The origins of CLT are to be found in the changes in the British language teaching tradition dating from the late 1960s and CLT marked a new phase in foreign language teaching. This is because, it is the first method that begins from what the language does, not from what it is (Richards & Rodgers, 1986). In contrast to the grammar based methodology in which primary emphasis is on mastering grammatical rules, the main concern of the communicative methodology is how to use those grammatical rules to produce a meaningful language to develop communicative competence.

Different scholars argue that, unlike activities in traditional setting, communicative activities are meaningful, motivating and purposeful. Freeman (1986) explains that communicative activities incorporate many features of authentic communication such as information gap, choice and feedback. This means that as opposed to mechanical drill which allows learners little more than responding, such kind of activities enable learners to negotiate meaning, to nominate a topic and to follow up. Therefore, in CLT, communicative activities are promoted to enable learners have active role in the teaching learning process. As Richards and Rodgers (1986) pointed, the role of the learner is as negotiator between the self, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and in the classroom procedure and activities which the groups undertakes. The implication of CLT for the learner is that he/she should contribute as much as he/she gains and thereby learn in an inter dependent way. Communicative language teaching, therefore, advocates active learning. Thus, as it can be seen from the above discussion, because of the commonalities between CLT and active learning with respect to the role teacher and students play in classroom and English language pedagogy has come through a number of designed theories /methods through time, it is possible to deduce that, the underlying methodological assumption of CLT goes in line with ALM. Breen and Candlin (1980) in Richards & Rodgers (2001) stated the role of learners in CLT as negotiator between the self-learning process and the object of learning emerges from and interacts with group, within the classroom procedure and activities which the group undertakes. This implies learners are not passive recipients rather they are active participants in CLT classroom.

Moreover, it has been suggested that, ELT at secondary school asks for constructivist-based instruction using problem-based teaching method in which the students' own productions and constructions play a central role. English language must actively participate in the learning process to become active learners at high school. The challenge of teaching English language by using ALM at school is to create experiences that engage students and encourage them to discover new knowledge in English language education setting. By working together and discussing possible solutions to problem with each another, students develop problem-solving strategies, which they must explain and justify to one another. Such learning can be promoted by problem-based learning methods. Concerning this, research have suggested that problem-based instruction based on productive principles leads to a better results than more direct, traditional English language teaching (Remillard & Kaye, 2002, p.24).

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

2.9. The Importance of Active Learning Methods for EFL Teachers

Active learning method implies significantly changed roles for teachers. Tudor (1993, p.24) has mentioned that, "If the language teaching is to be geared around the students' intentions and resources, then teacher need to understand what these intentions and resources are." Simmons and Distasi (2008) stated that motivational and burn out problems of teachers may disappear when students are more motivated and more active learners. Besides, teaching will become more intellectually challenging when the students learn actively and independently. It helps teachers to meet the students need by choosing specifically a level of difficulty which is

appropriate for the target group and also gives teacher time to perform the helping functions of coach, listener and advocate. Active learning method allows teachers to evaluate students according to criteria that are important for actual performance for their future instead of their memorization of skills. In this paradigm, the way teachers enable students to construct new mental models is by presenting problems and providing support for students until they have achieved independent mastery of the new idea. To support students in their new roles, the teachers act as coaches, advisors and facilitators of students learning. Instead of lecturing to the whole classes as a primary mode of instruction, teachers provide opportunities for the students to take the charge of their own learning (Clarke, 2003, Keefe & Jenkins, 2008). Thus, AL should be encouraged and reinforced not only by EFL teachers but also at every level of education since it can be used to achieve the educational aims and help teacher in creating successful atmosphere in classrooms to encourage independent learning.

To sum up, using active learning method in the class room has many and diversified uses for language learners. It involves providing opportunities for students to meaningfully listen, write, read and reflect on the content, ideas, issues and concerns of the subject. This method enables students understand new concepts that are applicable and meaningful relating their knowledge to the real-life situations. Further, it encourages the students to take the greater responsibility for their language-learning and promotes the students interaction or working collaboratively which leads them to be competent in the language skills.

2.10. The Importance of Active Learning Methods for EFL Students

Active learning method can address the different styles of students through different active learning techniques that can support the different kinds of learners in the class and encourage learners to develop different learning styles. Underlining this, MOE (2004, p.71) states that, the more varieties we use in our teaching methods, the better we are able to address the individual needs of the students we teach. Active learning is also important for the students due to the fact that, it gives opportunities for learners to learn. Students can learn how to learn by practicing how to do it. Giving them responsibility for parts of the decisions that should be made is one of the ways to teach them how to learn. Also, active learning encourages students to communicate and interact with course materials by reading, writing, discussing, problem solving, investigating, reflecting and engaging in higher order thinking tasks of application, analysis, synthesis, evaluation and make students more responsible learners (Clarke, 2003, Keefe & Jenkins, 2008). Moreover, Bonwell and Elison (1991) revealed in their research

finding that, ALM plays a great role in the teaching learning activities particularly strategies promoting active learning are found to be superior in promoting the development of students' skills in thinking and writing in detail. Thus, from the above ideas, it can be understood that active learning plays a great role to increase students' language learning achievement through providing different learning strategies in English classes. Further, it has a positive effect on ELT through developing students' performance and encouraging their engagement in English classes and contribute to the increase in students' motivation, confidence, and participation.

2.11. Teachers' Knowledge about Active Learning

O'Hara, M. and O'Hara, J.A. (1998, p.78) suggest that, teachers who strongly support the traditional method of teaching assume that the teacher is the only source of knowledge and knows best. To such teacher, teaching takes predominant role over learning. Indeed students are assumed 'empty vessels' to be filled by their teacher. Due to their perceptions many teachers and students tend to avoid active learning method. Kasambira (1993) also suggests that teachers as well as learners are said to prefer the lecture method for it demands little of their efforts. ICDR (1999, p.60) suggests that, teachers have a thorough understanding of the nature and characteristics of appropriate teaching-learning methods to be used in conjunction with curricular materials. But unfortunately teachers may choose lecturing as an opportunity to show their knowledge. They tend to be overtly formal and authoritative and their lectures overtly structured with low to student's comments and questing (Kasambira, 1993).

The training of teachers is a crucial factor among other factors that affect the active learning implementation. Because the teacher is a final decision maker as regard to the actual learning opportunities provided to the students. The best designed curriculum and poorest was the ultimate success/failure to quality of teachers' planning and implementation. In other words, if teachers lack necessary knowledge of teaching (active learning) which requires new roles and commitment, the implementation will be seriously hampered. These all show that, there have been no enough and concrete perception about how to install the active learning in classroom, which may lead to negative reactions (Capel et al, 1995, p.229). Hence, provision of in-service teacher training is an essential to acquaint teacher trainers with new teaching-learning methodology, which is the learner-oriented (Frazee, et al. 1995, p.85).

2.12. Concepts of Perception and Classroom Practices in EFL Classes

The concept of perception has got a considerable attention in second or foreign language teaching as it is seen that some researches were being conducted on teachers' perceptions including their impacts on the classroom practices both at international and local. Aschalew (2008, p.24) defines perception as the ability of noticing something, thinking about/judging something. How people perceive something is influenced by their belief about that object (Borg, 2001). Teachers' beliefs and classroom pedagogy can influence the way they perceive language teaching-learning. Further, perception is a process by which a person interprets and organizes events to produce meaningful experiences of the world. Thus, it is the observer's quality, state, capability, awareness of objects, process in his environment (Brewer, 1999). The functions of perceptions are also to: help people understand themselves/others and adapt to the world; provide meaning; help individuals, and reduce confusion (Pajares, 1992).

To sum up, from the above discussions, we can deduce that, how teachers perceive language teaching-learning and teaching methodology in classroom influence what they practically do in the classroom. Regarding this, Griffiths (2007) argues that since they have impact on the quality of teaching learning process, teachers' perceptions and practices are very important. Moreover, Hawkey (2006, p.245) states their relevance as “There is no doubt that the more we know about what is perceived to be happening in the classroom the better our chances are of improving the quality of language learning and use”. As it can be seen from the above discussions, perceptions and classroom practices are the two sides of the same coin and they are worth researching for their influential impact on teaching-learning process.

2.13. Teachers' and Students' Perception on Practices of Active Learning

Teachers have key roles in the instructional process for which their perceptions are regarded as central to this process. It is critical that teachers have a thorough understanding of the nature and characteristics of appropriate teaching learning methods to be used in conjunction with the curricular materials. Because, although to a certain extent some decision may be determined for teachers by official syllabi, students' text books or teachers guide, it is the teacher who is ultimate implementer of curricular materials (ICDR, 1999). But, knowingly or unknowingly, some teachers discourage active learning with the ground that it brings an extra demand in the planning and preparation of lessons. Some teachers feel as it is bounded by overcrowded subject matter and thus pressurized by the limited time they have to teach. The belief is that AL takes too much time and thus covering the portion is difficult or impossible.

They come to the conclusion that AL may be nice in theory but unrealistic in practice. These all indicate that, there have been no enough and concrete perception about how to install active learning in the class room, which may lead to negative reactions (Capel et al, 1995). These misconceptions show that teachers have not understood as active learning enables them to spend more time with the groups and individuals to give access to special needs of students and contribute to better and quality learning. Teachers' beliefs influence their perceptions and judgment. Their perceptions and judgments in turn influence their behaviors in the classroom (Pajares, 1992). Therefore, practice and progress in ELT re-construct teachers' perceptions. This indicates, perceptions influence actions and actions in turn modify perceptions. Hence, perceptions guide the desires and shape actions by preparing individuals to act in a context. Teachers' perceptions of the language teaching influence their constructions of the teaching environment, even though learners are the focus of the teaching activities.

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

2.14. The Roles of Teacher in Active Learning

Active learning project (Stern and Huber, 1997) revealed that teachers who wanted to tutor their pupils to become active learners need to learn how to be a good facilitator, who gave more responsibility to the students. They need to learn democratic; negotiated more with students about aims, methods and control of learning, knowing new teaching methods, which consisted of more independent learning, more collaborative arrangements, more open tasks and projects that enabled students to collaborate with each other. The position of a teacher was no longer in front of the classroom or in the center of the classroom, but he /she was a circulating expert, learning with students and trying to give his/her students as much space as possible. To promote active learning, the teacher should know how to be a tutor and how to lead the class into the active learning classroom. These scenarios of the teachers' work create

new demands on teacher education as the teachers' role is the key role in making any of the new policy to be implemented efficiently and successfully in the class. Tudor (1992, p.22) also states that, in the learner centered mode of teaching as in any other, the teacher remains ultimately responsible for ensuring that the effective learning takes place. Assessing how much and which areas of responsibility to transfer to the students is thus a key aspect of the teacher's role. According to the constructivist view, the role of the teacher in active learning method classroom is encouraging pupils to be involved and own the purpose of the lesson or task; if pupils are to take the responsibility for their learning, designing learning experiences that allow pupils to investigate processes & outcomes (Capel, Leask & Turner, 1995, p.223).

Tudor (1992, p.29) also suggests that the teacher in the role of learning counselor needs at least three main sets of skills in addition to those required in traditional modes of teaching.

A. Personal Skills: Evaluating students' potential and negotiating their involvement in a sensitive manner calls for an array of human and interpersonal skills.

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

C. Course planning Skills: Being open to student input and participation can make advance planning more difficult, and requires the teacher to live with more uncertainty than is usual in traditional approaches. Instead of being the dominating authority in the classroom, the teacher facilitates the communicative process among all the learners and between the students and the various tasks, giving guidance and advice when necessary.

There are different suggestions that educators have forwarded to teachers so that they can introduce and use active learning in their classrooms. The University of Minnesota (2012) has summarized points that teachers should take into a consideration so as to overcome students' resistance in practicing active learning effectively in their classrooms as follows. Classroom teachers are advised to introduce active learning to the class early with a clear instruction on how to work with it. Here, the students are informed what benefits they get and why and how the teacher is doing in such a way. This leads to agreement and trust between the teacher and the students in the learning activities. The teacher is also expected to start with the easier ways or strategies and later may move on to the more challenging ones, using active learning consistently throughout the course offering. This makes students adjust and avoid frustration. It is also important to give the immediate feedback to the students for their challenges in the

teaching and learning process. This will help them not to resort to the old ways. In addition, teachers have to monitor what students are doing in groups or individually. When students are given tasks, the goal, time given, procedure to do it and performance level are considered during the evaluation. Therefore, activities should be designed carefully. The teachers also have to manage the time given and use it effectively. Based on the learning objectives, it is good to select contents so as to cover the class for face to face instruction and consider more activities that students may cover individually or groups. Further, it is important to determine assessment techniques that teachers may use in class to identify what students are learning. This will show the progress of students in mastering learning objectives. Also, teacher should design group activities so as to include positive interdependence, face to face interaction and group social skills. Besides, it is wise not to race in the instruction to cover a vast amount of content. This is not teaching, but confusing. "Remember that just because you say it, doesn't mean they really learn it" (University of Minnesota website, 2012). Generally, as supported by different scholars in promoting active learning, the teacher is expected to carry out various roles in English language teaching as director, monitor, facilitator, model, guide & counselor.

2.15. Students' Roles in Active Learning Classroom

Students need opportunities to develop the inquiring mind. As they go through school, they should learn to react critically to what they read and hear and to approach problems with the curiosity, the will and techniques to solve them. Students need to learn the skills of effective discussion. More opportunities are needed for the students to examine together issues within subject area. Such examination leads to the critical thinking and stimulate further inquiry. Learning is not the mirror image of teaching. The extent to which teaching achieve its goal will also dependent on how successfully learners have been considered in delivery process. According to Richard (2001, p.223) course may assume a variety of different learner roles, such as manager of their own learning; independent learner; need analyst; collaborator and team member as well as peer tutor. Theories can provide ideas about the type of activity or interaction which encourage pupils to have positive mental approach to their learning. There is a distinction between the nature and context of the learning intended by the teacher and the learning actually experienced by the pupils. Pupils have to be both interested and actively involved in what they do so as to maximize learning (Capel, Leask & Turner, 1995, p.223). Therefore, students should perform their roles in order to learn effectively; they should not wait for everything from their teacher, but they are expected to be engaged in the teaching-learning process as effective learning is the collaborative effort of both teachers and students

2.16. Suggested Stages in Implementing Active Learning in Classroom

To exhaustively elaborate active learning strategies, Silberman (1996) has presented 101 strategies of active learning to teach any subject. These strategies are structured into five main areas. Each of these main strategies is operational into main activities and sub-activities. Therefore, these five main suggested stages in which the teacher and students are involved to implement active learning in teaching-learning classroom are described in below.

Stages of Active Learning	Teacher's Activities	Students' Activities
Engagement	<ul style="list-style-type: none"> -Creating initial interest in the subject matter. -Encourages or asks for reflection of questions of prior learning/experience. -Links present learning with the previous. -Presents new learning about students' attitudes, knowledge and experience. 	<ul style="list-style-type: none"> -Shares (reviews, narrates, talks) his/her prior experiences. -Submits, demonstrates, and explains Portfolios or experiences about past experience. -Reads books, listens, watches, and manipulates new media.
Exploration	<ul style="list-style-type: none"> -Gives time to students to think or discuss new subject in relation to prior old experience. -Provides time for writing the constructed thoughts & ask them to express their understanding -Reflects/gives feedback/on information provided by from monitoring. -Helping students acquire knowledge, skills, attitudes. -Gently push students to think, feel, and apply with appropriate time given. 	<ul style="list-style-type: none"> -Discussion: dialogue, debate of key issues, talk/discuss in small groups. -Writes what makes sense of the presented materials. -Express their impressions, understanding. -Ask issues to expresses doubts in connecting the new experience with prior experience -Peer teaching-instruction led by students.
Transformation	<ul style="list-style-type: none"> -Recall directions, proposed & background experiences about activities of the study. -Provides students to choose specific learning activities that include: projects, activities, simulation games, role-plays, drama, group discussion, peer work,, brainstorming, and problem-solving -Organizes classroom appropriately for activities -Schedules appropriate amount time for their activities/informs the time given. -Monitors/supervise students' understanding. -Enters into joint activities with students, work with them on tasks. -Monitor/supervises the quality of work (whether students are on the right track) and Provides information about what to be done next. 	<ul style="list-style-type: none"> -Take initiative, make choices and decisions about activities they will engage -Participate in the learning activities of their choice. -Participate in personal development activities (narrations of biographies, diaries, -Use material resources to complete activities according to the given time. -Discuss, converse, play roles or ask questions how to solve problems and use teacher's information or Feedback to improve your work
Presentation	<ul style="list-style-type: none"> -Facilitates the development of presentation skills (handwriting, layout and design, editing, rehearsal, reading, public speaking). -Encourages audience feedback and evaluates the products of students in terms of unit goals. 	<ul style="list-style-type: none"> -Participate in presentation skill development practice. -Demonstrate, narrate, tell, perform, report, summarize, solve problems discuss, and report, etc.
Reflections	<ul style="list-style-type: none"> -Ask students to review their own work. -Use verbal praise for students' achievements. -Relate students' activities with curriculum and out lines/reflects on his next planning. 	<ul style="list-style-type: none"> -Reflect on their learning, the process of learning problems. -Lists, tell what they may need to do next.

2.17. The Major Techniques of Active Learning

It is obvious that, to implement active learning in English classroom, teachers should use different active learning techniques to facilitate active learning in classroom because current thinking and practice in education highly advocates the need to actively involve the learner in different active learning techniques. There are lots of strategies that help us to implement AL in the classrooms; however, only some of the commonly used techniques for active learning (learner-centered) in EFL classes are discussed as follows.

2.17.1. Classroom Discussion

As Larsen and Keipper (2007, p.234) suggested, during discussions students and teacher interact with one another by listening, thinking, and sharing classroom discussion serves several educational purposes because it is unique form of classroom talk. Discussion requires students and teachers to talk back and forth at highly cognitive and effective level. There should be the intervention of the teacher where appropriate to steer the discussion along the line he/she wishes. At last, the teacher summarizes the results of the discussion, emphasizing to the direction, which he/she wishes to reach. In line with this Gall (1985) has reported that discussion is an effective way to promote higher-level thinking, develop student attitudes, and advance student capability formal reasoning. Discussion involves the general dispositions on behalf of members of the group to listen to consider and to be responsive to what the others are saying (Bridges, 1987, p.34). In short, a discussion is the most widely used technique of instruction, especially as active learning approach which provides opportunities for student thought about a chosen topic.

2.17.2. Questioning and Answering

It has been stated that questioning and answering is by far the most communication behavior used in teaching. Larson and Keeper (2007, p.144) state that, questions are used to help students move between what is commonly referred to as higher and however, order thinking/ as an attempt to encourage the students' participation and investment in learning.” Teachers use questioning strategies to review, check on learning, to probe through processes, to pose problems, to seek out alternative solutions, and to challenge students to think critically and reflect on the issues or values they have not previously considered. It is not surprising that questions have been labeled as ‘the single most influential teaching act (Taba &Elzey, 1964).

2.17.3. Group Work

Group work is one of the characteristic techniques used in a learner centered classroom in which its organization requires careful planning on the part of the teacher. It is one of the best ways of encouraging active learning by arranging the learners' work together in groups. Just putting students in groups does not in and of itself ensure the effective, active learning is going on. To ensure that the active learning is going on, the students should be engaged in meaningful learning through higher order thinking skill (ICDR, 1999, p.90). Moreover, regarding the value of group work Silverman (1996, p.6) has emphasized that, one of the key ways to attain a feeling of safety and security is to be connected to the other people and to feel included in a group. This feeling of belongingness enables students to face the challenges before them. When they are learning with others rather than alone, they have the emotional and intellectual support that allows them to go beyond their present's levels of knowledge and skill. Placing students in groups and giving them tasks in which they depend on each to complete the work is a wonderful way to capitalize on the social needs of the students.

2.17.4. Role Playing

According to Poorman (2002) role playing as teaching strategy offers several advantages for both teachers and students. It encourages interaction among the learners as they relate to each other through their new identities and roles. It breaks the ice and is enjoyable and constitutes a significant breakthrough in the language teaching Research has shown that, 'integrating experiential learning activities in the class room increases interest in the subject matter and understanding of course content. First, Students' interest in the topic is raised. Secondly, there is increased involvement on the part of the students in a role playing lesson. Students are not assumed as passive recipients of the teacher's knowledge; rather, they can take an active part. A third advantage is that it teaches empathy and understanding of different perspectives.'

2.17.5. Cooperative Learning

As to Larson and Keiper (2007, p.183) cooperative learning is also another strategy of active learning which requires the students to accomplish shared goals through students' work to complete tasks that help them learn individually, and that help group members learn as well. In short, cooperative learning places the students in groups to maximize their learning. In the process, the students learn to use critical social skills. This method of learning is helpful to understand a lesson better and improve communication skills of students; Students learn a lesson better when they try to teach their friends. In relation to implementing cooperative learning in the classroom, Oakley et al. (2004, pp.11-21) advised teachers to follow certain

procedures. In doing so, they are expected to form groups of mixed ability and set goals to be achieved, and evaluate the students' progress continuously throughout the course. They have stressed the roles of teachers to closely monitor the progress of each group and the individual members in the teaching and learning process. Mengduo and Xiaoling (2010, p. 115) explain that, Jigsaw as a form of the cooperative learning encourages the use of social skill, avoids competitions among students, raises individual and group responsibility for learning, and increases interaction of group members to accomplish the given tasks. Thus, students get the chance to talk a lot with friends and transfer their ideas in writing using English language. In their study involving EFL college students, they concluded that, jigsaw increased students' participation, interest and focus on language use to achieve learning tasks in EFL classes.

2.17.6. Debate

Debate can be done when the subject matter easily divides into opposing views. Students are assigned to debate teams, given a position to defend, and then asked to present arguments in support of their position on the presentation time. The opposing team should be given an opportunity to rebut the argument(s) and time permitting, the original presenters asked to respond to the rebuttal. This technique is particularly useful in developing argumentation skills (in addition to teaching content. This technique is good for EFL learners to talk on a subject of their interest which helps them to develop fluency and confidence when they speak before a group of people (Wallace: Ibid).

2.17.7. Brain Storming

As Bonwell and Eison (2003, p.132) suggest brainstorming shows 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 a number of different 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. In short, brain storming is a technique in which everyone's response that applies to the topic is acceptable.

2.17.8. Peer-Teaching

Peer-teaching is a participatory and active technique that lets the learners learn by teaching their classmates. It is a strategy integrated into the student's own experience that results in deep learning. It also gives the opportunity of getting feedback from their teacher or peers after teaching and shares their experiences (ICDR, 1999). The merit of peer-teaching is that each group or member benefits from each other's activities, sharing experience. Peer-teaching can solve the problem of large class size and it may release the teacher's time for personal research (Bennet et al. 1996, p.38). Extensive research over past two decades has identified peer-teaching as a particular effective approach to stimulating learning in schools (Simmons, 1995, & Gordon, 2005). These studies have found clear and convincing proof that having students teach, individually tutor/academically mentor each other can be really an extremely effective tool for improving learning in class room. They concluded that, it would be hard to think of another method that would enable so much intellectual, social and personal growth.

2.17.9. Problem Solving

According to Aggarwal (1996) Problem solving is an instructional technique where teachers and students attempt in a conscious, planned and purposeful effort to arrive at some solution. Learning through problem solving focuses on activities that are relevant and useful to the life of learners than just learning by memorizing of facts that may have no connection with their life. Problem based learning is derived from the conviction that learner is an active and individual creative with the will and ability to seek knowledge/self-development (Lue, 2000). In the process of problem solving activity, the most important thing is that pupils should generate more ideas of stated problems for major stages of the process (ICDR, 1999).

2.17.10. Story Telling

According to Byrne (1987) learners enjoy listening to recognize that belongs to "real life" and listen with attention to know how the story goes and ends. Here, if the learners obtain the opportunities to be taken part in the story-telling, shy learners participate actively in language learning. Thus, story-telling activities can promote learners interest in the process of learning.

2.17.11. Games

Games can be a kind of simulation, which usually involves elaborate rules and decisions about who has been successful and who has not. A well-conceived game might help students convey any abstract ideas more easily and readily as well as help they develop their speaking skill, decision making and role-playing simulations. Jeopardy and cross word puzzles also seem to get the students' minds going (Wallace: Ibid).

2.17.12. Inquiry Learning

This technique places a great emphasis on the process of learning where students learn by conducting an investigation. The experience itself is important rather than the answers that are found. For inquiry learning to take place, there must be a problem to solve, questions to ask, and data to collect (ICDR, 1999). The basic idea behind this is that, all people have a natural instinct for curiosity when we come across any problem or puzzling idea/event. This natural curiosity is exploited to motivate learners and encourage love of learning. As inquiry learning places a great emphasis on the process of learning, students learn by conducting an investigation and the teacher provides structure question/problems to stimulate their interest.

2.18. Factors that Affect the Proper Implementation of Active Learning

2.18.1. Shortage of Instructional Materials

As Mukalel (1998) claims instructional materials are all those materials that the teacher brings to the classroom from time to time to facilitate his/her teaching and to make the work more creative and effective. He further noticed that the problems of instructional materials may involve shortage of text books, teacher's guide, pedagogical centers, libraries, reference books, laboratories, audio visuals etc. The presence/ absence of these materials may facilitate or affect the practice of active learning methods in the ELT classroom.

2.18.2. Inadequate Teachers' Training

Temehegn (2002, p.40) states that, there is a strong need for training teachers in how to apply the active learning (learner-centered) method in classrooms. He has suggested that even the theoretical background of learner-centered method is not yet clear to most of Ethiopian teachers. According to Hailom (1998, p.401), many of teachers' practicing seems not to be able to meet the classroom requirements. They are either de motivated or incompetent. Thus, if classroom learning is to be an effective, teacher educators must be well trained and should be ready to assume the responsibility of teaching. On the other hand, Leu (2005) points that in many countries pre-service teacher education is based on traditional models while the

curriculum is changing to constructivist approaches based on the child-centered pedagogies. While this mismatch between the level of teachers' prior education and training represents a challenge to promote active learning, research indicates that such can be overcome.

2.18.3. Classroom Environment

A number of schools confirmed that physical environment (classroom arrangement, furniture arrangement, classroom appearance and layout) contribute a lot to promote active learning. A clear and well-kept room with appropriate resources and well aired room help to establish a positive contribution in order to implement active learning (Squazzin & Grann, 1998, p.77). Also, teachers who teach many students in an overcrowded classroom often say that it is certainly not suitable to provide activities and group works for such classes (Lue, 2000, p.17).

2.18.4. Time Constraints

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

2.18.5. Class Size

It is not suitable to provide different experiments and group works having many students in overcrowded classroom. Sguazzin and Grann, (1998, p.54) have indicated that, the schools in many parts of Africa are composed of large number of the students. Thus, giving students enough attention and meeting the need of every student so as to engage actively in learning process is difficult in large class size to practice and promote AL in the classroom.

2.18.6. The Design of Teaching Module

Leu, (2000:86) suggests that, 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. Further, teachers will often skip over these activities and go on to the next unit because they are pressed to get through the text book to cover and present all the information contained in textbook. This gradually reduces the creativity of the learners by their own and in turn hinders the practice of active learning.

Generally, in this chapter, it has been tried to discuss the concepts of active learning method and the benefits students may get from practicing it in English classes. As clearly explained in this section, using ALM in English class is nothing without teachers' necessary practical knowledge and positive perception to engage students in classroom activities so as to enable them learn independently. Moreover, as active learning method in English class may focus on students' engagement in the process of learning through activities and/or discussion in class as opposed to passively listening to a teacher and be taken as a vital for successful practice of English language teaching, it is possible to see its relationship with teachers' perceptions and classroom practices in classroom. Also, as it is indicated in the literature part, research findings have advocated that a suitable learning environment is an active one, not passive. It was introduced as a path to promote students to think critically and being creative.

Hence, to strengthen the actual implementation of active learning in English class, it has been discussed that the English teachers should give due attention to do this in their classroom by alleviating challenges based on the scholarly suggested principles or stages. Finally, English teachers are expected to develop their students' English language proficiency through this appropriate methodology because the nature of language teaching-learning by itself requires a close interaction of teachers with their students and peer groups with various active learning techniques in the classroom. Teachers are also good at providing excellent opportunities for allowing students' learning to progress. They can provide even better learning situations, which are more likely to lead to effective language learning.

Therefore, it can be taken for granted that, if the concerned people fully implement active learning method in classroom, it seems that it will have a positive impact on the improvement of students English language learning. Teaching has to be a multi-sensory and filled with different techniques of active learning in order to meet learners' needs because in the above discussion, different research findings show that, active learning plays a great role to increase students' language-learning achievement. In short, maximizing the effective implementation of active learning in EFL classes needs English teachers' necessary practical knowledge with positive views and high commitment on its actual practices as well as strong cooperation of classroom teachers, students, school principals and other concerned educational bodies.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This part of the study presents the methods that are employed in order to achieve the research objectives. Hence, this part deals with research design, method, research area, participants, techniques, instruments, procedures of collecting data and method of data analysis for study.

3.1. Design of the Study

Since this current study attempts to describe the EFL teachers' perceptions and practices of active learning in English classes, a descriptive research design was deemed to be appropriate because it allowed the researcher in describing the nature of currently existing situation of the subjects of the study. It is considered to be appropriate to this current study to emphasize on what actually happened in the overall processes of ALMs' implementation by describing the treated variables of the study based on the data obtained from selected participants. Therefore, the rationale behind using a descriptive design was for; its suitability and relevance to the nature of the research purpose, which enabled to comprehensively describe the existing active learning perceptions, practices and their statistical relationship in English classrooms.

3.2. Research Method

The research method adopted for this study is mixed, which provides better understanding of the research problem and answers the research questions (Creswell, 2012, p.535). "Since integrating the qualitative and quantitative methods about a situation in a single study results better understanding than using only one of the pure methods, it can be used to add value to the arguments from multidimensional perspectives to answer the research questions more deeply (Deribsa, 2018, p.64). Thus, a mixed research method was employed in this single study with some attempts of its actually giving high priorities in the implementation and integration of information to assess the teachers' perceptions and practices of AL in English classes.

3.3. Research Area

The current study was conducted in Oromia Region, West Shoa Zone, at Tabo secondary school in Jibat District, which is located at the distance of 70 km far away from zonal city Ambo and 181 km from Addis Ababa. The district has three secondary schools (9-12) but the study focuses on one secondary school in the district. It is Tabo secondary school, located on the outside of a district's town (Shenen) around 15kms far which has grade 9-11. Since it is difficult to employ all the population to investigate the problem with the limited resource, the research site and samples were accordingly delimited. Therefore, the researcher purposely selected Tabo secondary school in Jibat district from the rest two secondary schools for three

main reasons. These were the prevalence of English teachers' inadequacy practices of active learning in English classrooms on the basis of his classroom observation routine while he has been teaching this area; its proximity/familiarity to the researcher believing that it enable him get cooperation from his target population to have access of information and inexistence of any systematically conducted research so far towards ALMs issue in this secondary school.

3.4. Participants

The target populations of the study were grade 10 English language teachers and students of Tabo secondary school to investigate the EFL teachers' perceptions and practices of active learning method. EFL teachers were considered as rich sources of data, thus, they would be the primary sources of data for this study. The selected Grade 10 students of the school were also included as additional source of data to provide necessary information concerning the overall implementation of active learning in their English classes.

3.5. Sampling Techniques

3.5.1. Selection of Teachers

When it comes to teachers, there were six English language teachers who were teaching from grade nine to eleven in the academic year of 2012 E.C. Five of them were selected for the study because one became the researcher of this study. These five English teachers teach one section from grade ten besides other sections from grade nine or eleven. Therefore, all five (100%) English teachers (coded as T1, T2, T3, T4, and T5) for the sake of their privacy took part in this research by availability sampling technique. The researcher included all teachers because the total number of English language teachers in this particular secondary school was manageable that they would provide essential information to the research aim and collecting data from the entire population of the selected school helps very much to come up with sound results and there by increased the validity of the conclusion. Regarding this, McMillan (2008) has suggested that, in availability sampling, whole individuals are included due to the fact that they would particularly informative about the topic and it may be the most informative to obtain information from the teachers who have the experiences in the issue under the study. Therefore, all of them participated in filling out the questionnaires whereas two and three of them were voluntarily selected for the classroom observation and interview respectively.

3.5.2. Selection of Students

Purposely, this study delimited to grade 10 for the next reasons. First, it was sensed that grade nine students might not be such much advanced and experienced to give relevant information concerning consciously determining which strategy they are expected to use to improve their English language as compared with other grade levels. Second, grade eleven students were not learning English subject until the end of november because of their EFL teachers' tranfer to other districts and students themselves lacked an interest to learn in this school as it was a newly opened secondary school for grade eleven students which had no facilities. After that, other teachers helped them focusing on grammar areas making them prepared for the final-exam in a make-up class. Since they were likely to use exam-oriented strategies/ very limited techniques to reach the already planned contents, it was the present researcher's fear that their response to the study could not be valid. Third, since all English teachers in the school teach grade ten, the researcher convinced with how much including all teachers in the study would increase the validity of conclusion. Thus, having afore-mentioned rationales and assuming similarities that there is no such basic difference among students in one school in terms of their earlier backgrounds as Sidhu (1984) said, students are similar in many aspects and thus, a study on some of them will throw a significant light upon the whole students, grade ten students were purposely selected as the participants of this study with an exclusion of others.

With regards to students' sample selection, grade 10 students were 5 sections 328(202 Males and126 females) in study's year, 2012 E.C. Addressing all the population that were concerned in the study is very difficult due to various constraints, 64 students out of the total grade 10 population were selected by using simple random sampling. This method was chosen because it gives every members of the total population in each 5 section of grade ten the same chance (probability) of being selected. As a result, these 64 students were first divided into 5 sections to know the quota of each section which is thirteen students per a section based on the total number of students in their class. Quota sampling was used because it gives equal chance for all sections of grade 10 not to create imbalance effect in the students' background. Next to get these thirteen samples from each section; the researcher selected those students by a lottery method. To apply this technique, the researcher prepared equally amputated papers that are equal to number of the students in one class. Then, one to thirteen numbers were written on some of the amputated papers and the rest were covered with zeros. To select the subjects, the researcher contacted the students of each five section at their individual class to draw lots written on the amputated papers numbered from 1-13 and the rest were covered with zeros.

Those who drew from one to thirteen from each five section were accordingly selected. After the researcher identified and recorded who would be included in his study before actual data gathering, he intended to gather the data from these respondents. Fortunately, the time of collecting actual data for the study was in a 'Covid-19' pandemic, various techniques were used in order to get and collect the right information from the already selected students as planned. First, the researcher met those who know their address (24 students) among the selected ones. Next, the researcher collected the data from few students (8), who had smart phone mobile by telegram. Finally, the rest majority (32) were met on behalf of their each class representative in different time and collected data from them having social distance because of a 'pandemic'. Their photography was taken for the validity of the data collected in such challenge situation (pandemic). By using these techniques, a total of 64 participants or 20% were included in the study. The researcher preferred to take this number of participants based on the suggestions which say 10-20% of accessible population can be taken as a sample in a descriptive study (Sharma, 2000 and Singh, 2006). Therefore, the study's total populations were sixty nine (69).

3.6. Data Collection Instruments

In order to assess the EFL teachers' perceptions and classroom practices of active learning at Tabo high school in Jibat district, the study's data were collected using three instruments: the Likert scale questionnaire, classroom observation and interview. As Moser and Kalton (1972) suggest, the use of different instruments for the study provides powerful research strategy.

3.6.1. The Questionnaire

Two sets of questionnaire were designed (one set for five English teachers and the other for sixty-four students) based on the objectives of the study. The questionnaires composed close-ended questions for both teachers and students by using a five-point Likert as suggested by Best (2003) and Kothari (2004) divided into sub-sections. Likert scale means a common scale to measure a person's reaction to something. With this scale, a statement of belief or attitude is shown to someone, and they are asked to show how strongly they agree or disagree with the statement by making scale (Richards, et al. 1992). The questionnaire helps the availability of a number of respondents in one place and makes possible economy of time and provides a high proportion of usable responses (Best & Kahn, 1999). It provided better opportunities to compare EFL teachers' and students' responses. Accordingly, the EFL teachers' questionnaire was in English and the translated one from English to 'Afan Oromo' for students to ensure better communication and maintain reliability. Hence, the questionnaire helped the researcher to answer questions related to perceptions towards implementing ALM, the extent to which teachers' practices it and challenges they face in its implementation in their English classes.

The researcher designed teachers' questionnaires (items 1-7) from related literature covered in this study. Other questionnaires designed for both EFL teachers and students were adapted from those developed by foreign researchers Rakerda et al. (2020) based on objectives of the study and review of related literature. Based on the idea suggested by Catherine (2002) which says, group the questions into specific topics as this makes it easier to understand and follow; the questionnaire items were grouped under specific topics: perceptions of ALM concepts, practices and challenges of ALM with their five response scales (See Appendix-A and B).

The teachers' questionnaire had three sections. The first section (items 1-16) dealt with EFL teachers' perceptions towards implementing ALM. All items were measured using the five alternatives labeled as: 'strongly agree', 'agree', 'not sure', 'disagree', and 'strongly disagree'. The third section (items 17-28) contains the extent English teachers' practices AL techniques in their English classrooms. The items found under this section were measured using the interval scales: 'Never', 'Rarely', 'Sometimes', 'Usually' and 'Always'. And the last section (29-35) was prepared to find out the challenges they face in implementing ALM which were measured by the alternatives: 'never', 'little', 'undecided', 'to some extent' and 'too much'.

On the other hand, EFL students' questionnaire that had two sections was also used to get information. Section one (1-12) contains the extent students participate in techniques of ALM in English lessons which were measured using interval scales: 'Never', 'Rarely', 'Sometimes', 'Usually' and 'Always'. And the second section (13-18) was prepared to find out the current challenge that encountered in the implementation of ALMs in English classes which were measured by alternatives labeled as: 'never', 'little', 'undecided', 'to some extent' and 'too much'. These five point response scale alternatives are employed to seek short responses for each of the individual statement (Onwuegbuzie et al, 1999). They might also enable the respondents to give their opinions to what extent they agree with the given statements better than using 'Yes'/'No' questions

Finally, considering some comments made by my thesis advisor and one Ambo university instructor as well as feedback received from the pilot test made towards the EFL teachers' and students' questionnaire, the questionnaires were administered first for 5 English teachers in Tabo secondary school. All teachers filled in the questionnaires and returned them. Later on, another questionnaire was administered for 64 selected grade 10 students and all the students' questionnaires were filled in and returned with the presence of the researcher.

3.6.2. Classroom Observation

The study also used classroom observation as data gathering tool to get actual information on ALM practices. Lewy (1979) notes that, observation is useful to indicate how the lesson is divided in variety of activities such as; group work, individual work, role playing, discussion and others. Also, classroom observation provides a clear picture of what the actual teaching learning process looks like. It allows the study of phenomena at a close range where different variables present (Seliger and Shohmy, 1989). Then, the researcher has employed structured observation checklist that was adapted from the local researcher Berhanu (2013) and foreign source-five stages to implement active learning by Silberman (1996) stated in literature parts. This is because the presence or absence of behavior may be indicated by checking Yes/No (Best, 1999, p.298). To achieve the objective of the class room observation, a discussion was first made with the selected teachers and got their willingness and arranged programs in each two sections. Then, four observations for the duration of two weeks from December 14 to February 25, 2012 E.C with two selected classes were made to answer the research question asked the extent ALT was practiced based on teachers' and students' roles in in EFL classes.

A lesson observation schedule (Appendix-D) consists three main parts; classroom condition (five items), teachers' roles during the lesson (ten items) and students' activities in the lesson (seven items) was used to guide a systematic collection of the data. Each area subdivided into specific items to gather significant aspects of ALMs in classroom practices. The first part was adapted from Berhanu (2013), while the second and third were taken to suit the case from five stages to implement active learning by Silberman (1996) covered in the literature. Thus, a total of four observations were conducted (two periods with his co-observer) to minimize bias. This helped him to get the data about the practices of AL techniques in EFL classrooms.

3.6.3. Interview

In this study, interview was also used as a tool for English teachers to answer questions with EFL teachers' perceptions, practices and challenges of AL in the classroom. Best and Kahan (1999) suggested that, interview is the way in which the researcher seeks to understand the perception, feelings and knowledge of people in program in-depth. Thus, the researcher used six semi-structured interview for three selected EFL teachers from among the total participant EFL teachers (N=5) because this type of interview allows for probing of views and opinions where it is desirable for respondents to expand their answers (Ibid). The questions were prepared according to discussions given in the literature of this study. The researcher held an

interview with three English teachers to further consolidate/triangulate the responses obtained through the questionnaire and to gather additional information that can validate the teachers' understanding of ALM concepts, and challenges of AL in such way that each of the interview questions were presented orally to the interviewees. A tape recorder was used to record the interview asking English teachers' consent as Gray (2004) has suggested, responses of the interviewees should be documented by note-taking /possibly by tape recording the interview.

3.7. Data Collection Procedures

In the data collection, the researcher followed a series of procedures in the study. The adapted and designed version of the questionnaire was first piloted with those who did not take part in the actual study for the clarity of items in questionnaire; its content validity and applicability to the study's context before actual data gathering. After ensuring the appropriateness of the questionnaires, a discussion was smoothly made with school principals and English teachers by enlightening the purpose of data he was going to gather and how it would have been done. After having a short discussion with them, they cooperatively made all arrangements to do so.

First, the data were collected through classroom observation in two phases. The first phase was on December 14 &16, 2012 E.C and the second phase on February 24 & 25, 2012 E.C. to assess the English teachers' and students' actual practices of different AL techniques in the English classes; then, the questionnaires were distributed and collected from EFL teachers and students on May3-6 respectively. In administering students' questionnaires, the students were randomly included and given each individual clear orientation initially about the aim of the research in general and how the questionnaires in particular should be filled. This was happened during students' out of normal class time by asking their willingness because of fearing that these students might not be interested to complete the questionnaires being in the state of 'Covid-19' pandemic unless the time was normal classroom period. Finally, on May 10, 2012 E.C. 6 interview questions were conducted with three teachers to support and cross-check the findings obtained from the questionnaire and to allow them to respond in details on their understanding, views and challenges faced in implementing active learning.

The reason that the researcher sequenced the data gathering procedures in such a way was that, if English teachers responded to the questionnaires early, they might have arranged their lesson as required and act artificially during observation sessions, which they may have not been practicing in a usual time. These procedures ensured the reliability and validity of data.

3.8. Validity and Reliability of the Instruments

Although the researcher primarily adapted some questionnaires from previous study hoping that it ensures reliability, a pilot study was also done with non-participant sample in the actual study (Shenen Secondary school EFL teachers and students) before the actual data collection process. The researcher used pilot study to the questionnaire to check whether the instructions and items in the questionnaire were clear to the participants to maintain the reliability of the questionnaire. Concerning this, Gray (2004) has stated that, since a pilot study allows making modification if certain questions appear to be ineffective, thus the instruments will gain high quality. Accordingly, after it was passed the modification of comments and corrections given by a volunteer TEFL instructor at Ambo University whether they fit to measure the objectives of the study and proved to be valuable by my thesis advisor, pilot test was carried out for both groups. Both English teachers and students were arbitrarily selected because the purpose is in order to confirm the applicability of the instrument and to know the existing state of potential respondents with respect to the problem under study. Therefore, on students' side, 16 sample students from two sections of grade ten were selected.

On the teachers' side, four English teachers from Shenen secondary school were purposely selected because the purpose is to confirm the applicability of the instrument and to know the existing state of potential respondents with respect to a problem under study. The researcher believed that 'twenty' is enough for this stage. Then, in doing that, the students were primarily told the purpose of distributing the questionnaires so that they were able to provide their responses in separated room genuinely when they had free class to check the effectiveness of the questionnaire and making improvements. So, for the instrument validity a huge effort was made there to incorporate all the comments and suggestions on the following areas:

-) It was found that, the open-ended items were totally rejected by eleven students and five students tried to fill in all the items providing irrelevant information. Based on the results of pilot study, the open-ended items were discarded and some modifications were made to the close-ended items.
-) During pilot testing, most of the students were not clear with the questionnaire written in English. To fill this gap, they were translated into their mother tongue for actual study.
-) The message of few questions was unable to be understood by students since they were ambiguous. For example, to what extent you practice (pair/ group discussion?) This was confusing to likert-type of questions. As a result, they were improved in writing alone.

) The researcher missed representing the likert scales by numbers which was confusing. Then, they were correctly represented with their numbers representation like; strongly Agree=5; Agree=4; Undecided=3; Disagree=2 and Strongly Disagree=1.

On the other hand, in order to check the reliability of the instruments, the researcher tested it by utilizing Cronbach alpha method for internal consistency of the items. More specifically, the computed Cronbach alpha of the instrument was =0.85 and 0.78 for the practices and challenge items of students respectively. And for teachers' perception, practice and challenge items =0.87, 0.86, and 0.83 which implies a high internal contingency coefficient as Tavakol (2011) suggests, the acceptance value of alpha is ranging from 0.70 to 0.95. Therefore, the result obtained indicates, the reliability is good and in such a way that the questionnaires were found to be reliable to collect data for actual study.

3.9. Method of Data Analysis

Since this study used both quantitative and qualitative method, their data analysis would run independently based on data obtained through: questionnaire, observation and interview.

3.9.1. Analyses of Questionnaire Data

The data obtained through the questionnaire was analyzed quantitatively. The teachers' and student' responses on questionnaire about their perceptions of active learning and the extent to which they use active learning methods in their classrooms were analyzed and presented independently. These quantitative data were collected, coded, tabulated, analyzed, described, and interpreted in a manner that supports the findings obtained from the study. First, the data were gathered through close-ended questionnaires by using a five-point Likert scales (Best, 2003 and Kothari, 2004) from both groups in separated parts of the questionnaire items.

These Likert scales in each parts of the questionnaire were given the numerical scores (e.g. strongly Agree (SA)=5; Agree(A)=4; Undecided (U)=3; Disagree (DA)=2 and Strongly Disagree (SDA)=1). Taylor (1973) stated that, Likert can be assigned to numerical values to responses and numerical representation (coding) of the items. Descriptive statistics such as; frequency, percentage, mean, grand mean, standard deviation and coefficient of correlation to compute the proportionality of individual response of items by assessing the scale value to each 5 scale responses. A higher mean score shows respondents' high perception/frequent practices (Karavas-Doukas, 1996) and vice-versa. Correlation between the mean rating of teachers' perceptions and practices of ALM were calculated using the Spearman Correlation Coefficient. To show the relationships between variables, SPSS was used to analyze the data.

3.9.2. Analyses of Observation Data

In order to assess the extent active learning was practiced, two EFL teachers were observed. To get appropriate information from observation, yes/no observation checklist was used. The checklist shall be divided into three sections. These were; the classroom condition, teachers' and students' activities during the lesson. Thus, the data obtained by classroom observation from each two section was analyzed quantitatively using tables by frequency and percentage.

3.9.3. Analysis of Interview Data

On the other hand, data gathered from EFL teachers through semi-structured interview on the topic under study was analyzed by using a qualitative method with thematic analysis. It was used to substantiate the results of the questionnaire. These interview questions deals teachers' perceptions towards ALM concepts, their implementation and the challenges encountered in implementing this method in their EFL classrooms. Hence, responses of an interview from three EFL teachers were obtained using a tape recorder. And they were transcribed, analyzed, interpreted, coded and discussed qualitatively on the basis of their common ideas using words taken from the participants' statements. Then, the results of class observation, questionnaire and interview were triangulated. Finally, conclusions and recommendations were provided.

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CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION OF RESULTS

This study aimed at assessing the EFL teachers' perceptions and practices of active learning method in the English classes. To do this, the study presents the findings and discussions of data gathered through the questionnaire, classroom observation and interview. Hence, this chapter highlights the basic areas in implementing active learning in EFL classes under the headings; EFL teachers' perceptions of ALM concepts, the practices of AL techniques in EFL classes, the correlation between teachers' perceptions and practices of ALM. And, challenges that affect implementing ALM in English classes. The Likert type of questionnaires under these major headings were presented and analyzed in separate tables sequentially. The data from questionnaires and classroom observation were presented through tables whereas data obtained from teachers' interview was described thematically.

4.1. Questionnaire Responses, Interpretation and Discussion

4.1.1. Teachers' Questionnaire Responses, Interpretation and Discussion

This section assesses the EFL teachers' questionnaire responses on ALM in English classes. The information gathered for this purpose is presented and discussed in table here under sub-categories of; EFL teachers' perceptions of ALM concepts, their practices of active learning in EFL classes and challenges they face in its implementation.

Table 1: EFL Teachers' Perceptions in Implementing ALM in EFL Classes (N=5)

	Items	1=SD A		2=DA		3=NS		4=A		5=SA		Sum	Mean value
		F	%	F	%	F	%		%	F	%		
1	ALM is a multi-directional experience in which learning is occurred	-	-	-	-	-	-	1	20	4	80	24	4.8
2	ALM is an approach that enable Students be active rather than passive recipients of knowledge	-	-	-	-	-	-	-	-	5	100	25	5.0
3	ALM facilitates students way of using higher level thinking strategies to create new ideas	-	-	-	-	-	-	3	60	2	40	22	4.4
4	ALM is an interactive and effective in engaging every learner to promote language learning	-	-	-	-	-	-	-	-	5	100	25	5.0
5	ALM is a structured, organized, purposive, and communicative of meaningful learning	-	-	-	-	1	20	1	20	3	60	22	4.4

6	ALM, is consistent with principles of communicative language teaching, thus, CLT advocates active learning	-	-	-	-	2	40	3	60	-	-	18	3.6
7	I feel that AL offers opportunities for progress of students in language use	-	-	-	-	-	-	2	40	3	60	23	4.6
8	AL enhances students' self-confidence and independent-learning	-	-	-	-	-	-	-	-	5	100	25	5.0
9	AL encourages students opportunities to share experience and create friendship	-	-	-	-	-	-	-	-	5	100	25	5.0
10	AL has a great contribution to scale up quality of teaching English Language.	-	-	-	-	-	-	-	-	5	100	25	5.0
11	AL helps students involved in problem-solving activities	-	-	-	-	-	-	1	20	4	80	24	4.8
12	Classroom-interaction contributes for Active learning	-	-	-	-	-	-	2	40	3	60	23	4.6
13	ALM provides a relaxed atmosphere in classroom to promote students' Learning	-	-	-	-	-	-	1	20	4	80	24	4.8
14	AL implementation should be the collaborative effort of both teachers and students in classrooms	-	-	-	-	-	-	4	80	1	20	21	4.2
15	Teacher should be responsible to act as advisor and facilitator of students learning in AL implementation	-	-	-	-	-	-	2	40	3	60	23	4.6
16	ALM pursues the development of integrated skills in the classroom	-	-	-	-	-	-	4	80	1	20	21	4.2
Grand Mean (GM)												4.62	

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

Findings and Discussions

Table 1 presents a comparison of EFL teachers' responses to each of sixteen items to assess whether they have well understanding towards implementing ALMs under five simplified point scales. Their responses on the questionnaires were analyzed and presented as follows. In response to item 1, most EFL teachers 4(80%) of them confirmed their strong agreement

that ALM is a multi-directional experience in which effective learning is occurred. In line with these idea, Silberman (2004, p.12) has suggested that, active learning is multi-directional experience in which the effective learning occurs; teacher-to-student, student-to-teacher and student-to-student. In response to item 2, all 5(100%) teachers considered active learning method as an approach that enables the students to be active rather passive recipients of the knowledge. In the new approach to an education, often called learner-centered education, the students are not passive recipients of knowledge; they are active learner. They are not only receive information from lectures and books, they further collect the information, record it systematically discusses, compare, analyze, draw conclusions as well as communicate about it (ICDR, 1999, p.71). Besides, EFL teachers were asked whether they know as AL facilitates students' way of using higher level thinking strategies to create new ideas. To this item, majority 3(60%) of the teachers responded that, they strongly agree that, ALM facilitates` students' use higher level thinking strategies to create new ideas in the classrooms. In line with this, Bonwell and Eison (2003) noticed that, students must do more than just listen. They need to read, write, discuss/engage in problem solving activities. In real AL model, students must be engaged in higher order thinking skills as synthesis, analysis and evaluation.

Moreover, the findings of items 4 and 5, related to the effectiveness of ALM in engaging every learner to promote language learning and asks them the extent they agree with active learning is a process that is structured, organized, purposive, communicative, and supportive for meaningful learning, majority 5(100%) and 3(60%) of them responded as strongly agree to both items respectively. Active learning method, thus, is a process that is a well-structured, organized, purposeful activity through which pupils can achieve intended learning outcomes as you have planned it; communicative that involves engagement with others within and beyond the classroom and develops higher order skills to shape their own learning (Capel, Leask and Turner, 2005, p.271). Furthermore, to item 6, majority 3(60%) of EFL teachers believed that, there is a high relevance between active learning instruction and CLT. This partially indicates that, teachers approving of the communicative approach are likely to adopt the basic nature of ALM in their own language classes. Thus, many teachers have had certain amount of understanding about ALM as an instructional method, chiefly because they believe that AL has specific benefits for increasing learners' communication skills and interaction. In short, based on the English teachers' responses, it seems that, majority of them have a well understanding of ALMs concepts and its implementation.

Item 7 aims to assess if active learning offers the opportunities for progress of students in language use. Hence, 3(60%) of the respondents strongly agreed that, AL can contribute to learners' language use. On the other hand, all of the English teachers agreed with the ideas presented in item 8 through 10, that are; active learning enhances students' self-confidence and independent learning; encourages their opportunities to share experiences and creates their friendship, and active learning has a great contribution to scale up the quality of English language. Hence, all 5(100%) EFL teachers strongly agreed with responses to item 8 through 10 with the mean value for each which was (5). That means, teachers reflected their strong agreement. Thus, it seems that, most of the English teachers believe that active learning can enhance the students' independent learning; encourages students' opportunities of sharing experiences and has a great contribution to scale up quality of teaching English. Concerning this, research by Nicol et al, (2017) indicated that, active-learning keeps students responsible for their own learning, initiatives, responsibilities, managing learning at their own pace, and engaging with peers (team-based) in the process of creating information for students. Further, active learning exercise helps students to know each other, which transforms passive learners into active participants during the transmission of information in classrooms (Wenger, 1992)

Item, 11 also assess if AL helps students involved in problem-solving activities. Accordingly, as it can be seen, majority 4(80%) of teachers strongly agreed with the assumption that AL enables the students participate in different problem solving. In real AL model, students must be engaged in higher order thinking skills as synthesis, analysis and evaluation. Besides, EFL teachers were asked regarding the importance of classroom interaction for active learning. Concerning this, majority, 3(60%) of them showed their strong agreement and the remaining 2(40%) indicated that they agree with the assumption. The responses on this item ranges from agree to strongly agree with mean value of (4.6) which shows, all teachers believed towards the importance of classroom interaction to active learning practice in classroom.

Items 13 explored teachers' beliefs in ALM as an instructional method. While more than half of the EFL teachers strongly agreed that ALM provides a relaxed atmosphere in classroom to promote the students' learning 4(80%) and responded with strongly agree as this method pursues the development of integrated skills in the classroom. From this, it is possible to infer that most EFL teachers still have positive perception towards the benefits of active learning method as an instructional method so as to enhance students' language-learning.

The finding of item 14 explored that 4(80%) teachers supported by showing their agreement that ALM implementation should be the collaborative effort of both teachers and students. In line with this, Powell (2010) point out that effective teachers use student-centered methods that engage the students actively in the language learning process and encourage them to take a responsibility for their own learning through guided instruction and self-management.

For item 15, half, 3(60%) of EFL teachers responded that teacher should be responsible to act as coaches, advisor, and facilitator to support students learning in AL implementation. In line to this, Stern and Huber (1997) suggest that, the position of a teacher is no longer in front of the classroom or in the center of classroom, but he /she was a circulating expert, learning with the students and trying to give his or her students as possible to promote active learning. In response to item 16, more than half 4(80%) showed positive responses regarding teachers' ALM's pursuing the development of integrated skills in the classroom. This suggests that, the EFL teachers who want to implement AL instruction successfully are required to have a basic knowledge of the integrated four language skills based on principles of social interaction.

From the above analysis of teachers' response, it seems that, they positively perceived the implementation of active learning instructional method in their EFL classes with a total mean value of (4.62) like higher level of their understandings of ALM concepts. Therefore, most of them perceived it positively to all items. This current finding is consistent with the results revealed by Andarge (2019) which shows teachers theoretically accepted the importance of implementing AL although they dominantly use lecture method in their actual classroom.

Table 2: EFL Teachers' Practices of Active Learning Techniques in English Classrooms

Item No	Item	1=N		2=R		3=S		4=U		5=A		Sum	Mean value
		<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%		
17	Discussion	-	-	-	-	2	40	3	60	-	-	18	3.6
18	Questioning and Answering	-	-	-	-	2	40	3	60	-	-	18	3.6
19	Role playing	-	-	3	60	2	40	-	-	-	-	12	2.4
20	Cooperative-Learning	-	-	2	40	3	60	-	-	-	-	15	3.0
21	Debate	2	40	3	60	-	-	-	-	-	-	8	1.6
22	Lecture	-	-	-	-	1	20	4	80	-	-	19	3.8
23	Brain Storming	-	-	1	20	1	20	3	60	-	-	15	3.0
24	Peer-Teaching	3	60	2	40	-	-	-	-	-	-	7	1.4
25	Problem Solving	1	20	1	20	3	60	-	-	-	-	12	2.4
26	Story-telling	4	80	-	-	1	20	-	-	-	-	7	1.4
27	Games	2	40	3	60	-	-	-	-	-	-	8	1.6
28	Inquiry-learning	1	20	4	80	-	-	-	-	-	-	9	1.8
Grand Mean (GM)												2.47	

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

Findings and Discussions

In table 2, EFL teachers were asked how often they use the above selected active learning techniques in their English class. Hence, teachers' responses of the techniques were analyzed and presented accordingly. For instance, in item 17, the teachers were asked how often they use class room discussion as an active learning technique in EFL class. As a reaction to the statement, majority 3(60%) and 2(40%) of EFL teachers have showed that, they usually and sometimes use it. This may imply that, discussion was used usually by all teachers in English classes, although students' active participation in formed discussion was low. On the other, 'Question and answer' is another strategy which is usually used in the English classrooms as indicated by majority of the EFL teachers 3(60%). As classroom observation data indicated, students had also some contribution in question and answer. This is because the teachers were sometimes observed asking the question and take answer from students (see discussion 4.2).

The EFL teachers were also asked how often they employ role play; half 3(60%) of teachers indicated that they rarely and sometimes employ role play in classroom. This may imply that, the extent they use a role-play is low. However in line with this, Crockall and Oxford (1990) indicated that, the effective use of role-plays added variety to the kinds of activities students were asked to perform by encouraging them to develop and practice new language and by creating the motivation and involvement necessary for real learning to occur. On the other hand, 3(60%) and 2(40%) of the EFL teachers responded that, they sometimes and rarely use 'cooperative learning'. Nevertheless, the classroom observation result revealed that, there was no cooperative learning used in the classroom. It was observed that only few of students were discussing issues in a cooperative learning (see discussion 4.2). This show, what teachers say and what they do in classroom were not the same. This also indicates that, teachers' positive perception of implementing ALM is inconsistent to the actual practice of ALMs in classroom.

In item 21, EFL teachers were also asked how often they use debate in English class. To this idea, 3(60%) and 1(20%) of the teachers indicated that, they use this strategy 'rarely' and 'never' whereas 1(20%) of teachers responded as they sometimes use 'Debate'. However, the data from classroom observation revealed that, there was no debate used within four periods observed even though the lesson invites teachers to practice it. The mean value (1.6) implies that, students are almost never given opportunity to participate in debate activities.

The finding for item 22 revealed that, almost all 4(80%) teachers indicated that they usually use lecture in their EFL classroom. Here also they proved it that, they usually dominate their classroom. Although lecture is poor in developing students' higher order thinking skill, the findings indicated that, they 'usually' use it in their English classroom. This is also proved by observation that teachers were active in the classroom than students. The observation showed that, teachers in each observed periods prefer lecture method (more lessons explanation) to active learning. However, teacher is expected to be flexible and dynamic in controlling the language learning environment, since the nature of language learning substantially demands that learners need to actively participate in the language use activities. Moreover, according to Leu and Price-Rom (2006) active learning highlights minimal teacher lecturing or direct transmission of the factual knowledge, multiple small group activities that engages students in a discovery learning or problem solving and frequent student questions and discussions. For Bransford, et al. (2005) AL models are organized on more hands on learning principles, emphasizing higher-order thinking skills leading to better performance in student learning.

The other active learning strategy favored by all teachers was 'Brain storming'. As the table shows, majority of the respondents 3(60%) responded that, they use brain storming usually in English class. The mean value (3.0) indicates that, majority of English teachers use 'Brain storming' usually. This was proved in classroom observation that teachers usually used brain storming, ideas students raised under each lessons learned. On the other hand, to item 24, majority 3(60%) of EFL teachers never use peer-teaching in English classroom and the rest 2(40%) of them use rarely. Hence, the mean value for 'Peer-Teaching' (1.4) is very nearly close to the values for 'Never'. This value also indicates that, the teachers never employ this strategy in their classrooms. This idea is fortunately consistent with the data from classroom observation that there was no peer-teaching observed at all. Moreover, teachers were also asked how often they use problem solving in English class in item 25. To this item, 3(60%) teachers indicated that they sometimes employ problem solving in their classroom whereas 1(20%) and 1(20%) teachers indicated that, they rarely and never use problem solving in their classroom use it respectively. The mean value (2.4) showed that, problem solving is rarely employed in EFL classroom. For items 26 through 28, teachers never employ story-telling, 4(80%) and rarely uses games 3(60%) and as inquiry-learning 4(80%) in EFL classes.

In general, based on the above discussion, it is possible to say that, the degree of practicing major active learning techniques in ELT was low with a total mean value of (2.47) and the techniques EFL teachers widely used was the traditional ones. As the findings revealed, EFL teachers in the referred school were frequently employing lectures, group discussions, and questioning and answering. On the other hand, other AL techniques, which are expected to be widely used in ELT that can expose learners to develop various critical thinking abilities that require students' own initiative, planning, experimentation, elaboration and self-evaluation, still seemed to be rare. But, Bonwell and Eison (2003) noticed that, students must do more than just listen. They need to read, write, discuss /engage in problem solving activities. In real AL model, students must be engaged in higher order thinking skills as synthesis and analysis.

Therefore, from the above discussions, one can infer that the practices of AL techniques by English teachers were low and they use lecture more (usually) in English classes contrary to what they perceive about AL which may show that teachers do not give much attention to these techniques as means of improving students' language learning. It is possible to deduce that, EFL teachers in referred school didn't always employ active learning techniques in their English classes. However, MoE (2004, p.71) states that "the more varieties we use in our teaching methods, the better we are able to address individual needs of students we teach".

Table 3: Summary of Coefficient of Correlation between EFL Teachers' Perceptions And Classroom Practices of Active Learning Method

Spearman's correlation analyses were used to assess the relationship between EFL teachers' perceptions and classroom practices of active learning techniques in English classes. Hence, the table below shows the statistical value for the afore-said variables relationship.

Respondents	Variables	Mean	St. Dev.	r	r2	P
Teachers (N=5)	Perceptions of ALM	4.62	0.7117	0.321	0.17	0.184
	Practices of ALM	2.47	0.5004			

At 0.05 level of significance

As it was proved by Spearman Correlation Coefficient above in table 3, teachers' perception is not correlated with classroom practice of ALM statistically in significant level in English lessons. This shows that, $r = 0.32$, P-value is 0.18. The result indicates that the relationship between EFL teachers' perception and practices is positive and weak. There is no relationship between teachers' perceptions and practices since the p value is greater than 0.05 according to the SPSS analysis. Hence, it can be concluded that EFL teachers' perceptions and practices of AL are mismatched, which shows their positive perception in theory not in actual practice.

Table 4: Challenges Teachers Face in implementing ALMs in EFL Classrooms (N=5)

Item	Items	1=N		2=L		3=U		4=TS		5=TM		Sum	Mean value
		F	%	F	%	F	%		%	F	%		
29	I have little practical knowledge of ALMs implementation	-	-	-	-	-	-	2	40	3	60	23	4.6
30	Large class size is an obstacle to use active-learning methods.	-	-	-	-	-	-	-	-	5	100	25	5
31	Time constraints to cover the prescribed syllabus	-	-	-	-	-	-	2	40	3	60	23	4.6
32	Students' lack of interest in AL	-	-	-	-	-	-	1	20	4	80	24	4.8
33	Your tendency to use traditional method of teaching	-	-	3	60	-	-	2	40	-	-	14	2.8
34	Classroom Environment is not proper for using ALMs.	-	-	-	-	-	-	2	40	3	60	23	4.6
35	Load of class per a week	-	-	-	-	-	-	2	40	3	60	23	4.6
Grand Mean (GM)												4.42	

Note: N=Never L=Little U=Undecided TS=To Some Extent TM=Too much

Findings and Discussions

Teachers were asked 7 items to show to what extent the factors indicated in the above table affect their implementation of active learning method in EFL classes. Hence, the responses of the teachers on these items were analyzed and presented accordingly. Data analysis from the above table showed that, EFL teachers' lack of knowledge of active-learning implementation 3(60%) is the main reason teachers are reluctant to implement ALM. In line with this idea, Frazee et al. (1995, p.80) state that, the training of teachers is a crucial factor that affects the implementation of active learning because the teacher is the final decision maker as regard to actual learning opportunities provided to students. The best designed curriculums and poorest owe ultimate success or failure to quality of teachers' planning and implementation. In other words, if teachers lack knowledge of teaching through ALMs which requires new roles and commitment, the implementation will be seriously hampered. Their large class size as an obstacle to use active-learning methods 5(100%) was the second major challenges, followed by time constraints to cover the prescribed syllabus 3(60%). Concerning large classsize Lue (200, p.17) suggests that, teachers who teach many students in overcrowded classroom often say that it is certainly not suitable to provide activities and group works for such classes.

Students' lack of interest 4(80%). in using active learning and load of class per a week 3(60) were also other frequent challenges. This finding supports an earlier research conducted by Yilmaz (2009) on Turkish students. He has found that students might face difficulty in becoming active learners and this might affect their willingness to partake in active learning. They might prefer to be more passive learners rather than active to reduce their workload. Classroom environment is not proper for using ALM 3(60%) was also another challenge. Besides, teachers tendency to use the traditional method of teaching were less frequent reasons given 2(40%).

In general, as the findings revealed, teachers have different practical reasons for their poor implementation of ALM. While some teachers decided to effectively use active-learning as a basis of enhancing self-confidence and independent learning of students and promoting the development of students' a higher order thinking skills, they had being confronted with the problems on lack of practical knowledge to effectively implement and large class size as an obstacle to use active-learning. Yet many problems that teachers face in implementing ALMs can be successfully reduced when they make an effort to understand its pedagogical benefits and increase their commitment to it as an instructional method. For large classes, which have often been considered to be a problematic with regard to disciplinary situations in this method

implementation, EFL teacher needs to take group formation and presentation procedure into consideration. Basically active-learning techniques can be used the same way in large classes as in small ones, except that large classes need more time and preparation.

Therefore, as indicated in the above, despite the comparatively higher-level understanding of ALM concepts and good beliefs towards the method, many EFL teachers actually hesitated to implement ALM as an instructional method in their classroom practice. This implies that, most EFL teachers still use traditional lecture-oriented methods, which they are accustomed to, and they have the psychological pressure of facing some new disciplinary problems in using ALMs. The English language teachers, however, need to be flexible and dynamic in controlling a language learning environment as the nature of language-learning substantially demands learners to actively participate in language use activities by alleviating challenges.

4.1.2. Students' Questionnaire Responses, Interpretation and Discussions

The results from students' questionnaire are discussed under two categories: how often their EFL teachers practice AL techniques and factors to implement AL in their classrooms.

Table 5: Students' Responses for the extent their Teachers Practice AL Techniques

Item	Item	1=N		2=R		3=S		4=U		5=A		Sum	Mean value
		F	%	F	%	F	%	F	%	F	%		
1	Discussion	-	-	6	9.4	34	53.1	24	37.5	-	-	210	3.28
2	Questioning-Answering	-	-	11	17.2	10	15.6	43	67.2	-	-	224	3.5
3	Role playing	5	7.8	35	54.7	13	20.3	11	17	-	-	158	2.46
4	Cooperative-Learning	6	9.4	18	28.1	29	45.3	11	17.2	-	-	173	2.7
5	Debate	37	57.8	22	34.4	5	7.8	-	-	-	-	96	1.5
6	Lecture	-	-	-	-	11	17.2	40	62.5	13	20.3	258	4.03
7	Brain Storming	7	10.9	13	20.3	36	56.3	8	12.5	-	-	173	2.70
8	Peer-Teaching	36	56.3	23	35.9	5	7.8	-	-	-	-	97	1.51
9	Problem Solving	7	10.9	19	29.7	30	46.9	8	12.5	-	-	167	2.6
10	Story-telling	39	60.9	21	32.8	4	6.3	-	-	-	-	93	1.45
11	Games	32	50	25	39.1	7	10.9	-	-	-	-	103	1.6
12	Inquiry learning	34	53	25	39	5	7.8	-	-	-	-	99	1.54
Grand Mean (GM)													2.4

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

Findings and Discussions

In table 5, EFL students were asked how often their teachers use the above selected active learning techniques in their English class. Hence, students' responses of the techniques were analyzed and presented accordingly. For instance, in item 1, they were asked how often they use class room discussion as an active learning technique in English classes. As a reaction to the statement, more than half 34(53.1) of students showed that, their teachers sometimes use it with mean value '3.28'. The response was contrary to the teachers' response which gives the highest value for the group discussion. This may imply that, group discussion was used some times by their English class, which they may not get high opportunity to show their active participation in formed discussion in English class.

On the other hand, 'Question and answer' is another strategy which is usually used in the classroom as indicated by majority of the students 43(67.2%) with the mean value of '3.5'. This idea was consistent with teachers' responses in questionnaire and the observation data that the students showed some roles in the question and answer. It was witnessed that teachers sometimes ask questions and students give responses (see discussion table 4.2). So, students' role was a minimum in the classroom. Next to questioning and answering, majority 40(62.5%) of the students responded that their teachers use 'lecture' usually in their English classroom with a mean value of 4.03 which was the highest mean value of the others listed in the table above. The responses on this strategy range from usually to always. This had consistency with the responses provided by teachers as in discussion table five that indicates, all teachers use lecture usually in their classroom. Classroom observation also showed that, EFL teachers were more active than students in the classroom. This indicates that, lecture method was frequently employed in this school.

Those techniques which were employed sometimes were brainstorming 36(56.3), cooperative learning 29(45.3), and problem-solving 30(46.9). Their mean values are '2.7', '2.7', and '2.6' respectively. The mean values are a little above the average which indicates that, the methods are not used frequently or always as to the lecture method which is against the principles of active learning. The other technique practiced rarely was role-play by 35(54.7) of respondents with the mean value of '1.46'. The rest techniques such as debate 37(57.8%), peer-teaching 36(56.3%), story-telling 39(60.9%) and inquiry-learning 34(53%) were never practiced in EFL classrooms as the above students' data showed respectively. Their low mean values were '1.5', '1.51', '1.45' and '1.54' respectively. However, these AL techniques are expected to be

widely practiced in ELT to develop various critical thinking abilities of learner. In general, the result of students' responses indicated that, the extent to which active learning techniques were implemented in their EFL classes was unsatisfactory. Therefore, the grand mean '2.4' shows the magnitude of teachers' practice of AL in their EFL classes was low in this school.

Table 6: Students Responses on Challenges they Face in participation of ALMs (N=64)

Item	Items	1=N		2=L		3=U		4=TS		5=TM		Sum	Mean value
		F	%	F	%	F	%	F	%	F	%		
13	Teachers' lack of interest towards ALM implementation	5	7.8	33	51.6	-	-	12	18.7	14	21.9	189	2.95
14	Large class size is an obstacle to use active-learning methods.	-	-	5	7.8	-	-	44	68.8	15	23.4	261	4.07
15	Time constraints to cover the prescribed syllabus	4	6.3	7	10.9	-	-	41	64.1	12	18.7	242	3.78
16	Students' lack of interest in active learning	11	17.2	29	45.3	-	-	24	37.5	-	-	165	2.57
17	Your teachers' tendency to use traditional method of teaching	6	9.4	8	12.5	-	-	36	56.3	14	21.8	236	3.68
18	Classroom Environment is not proper for using ALMs.	7	10.9	19	29.7	-	-	10	15.6	28	43.8	225	3.51
<i>Grand Mean (GM)</i>												3.42	

Note: N=Never L=Little U=Undecided TS=To some extent TM=Too much

Findings and Discussions

Students were asked six items to show to what extent the factors referred in the above table hinder their participation in active learning method in EFL classes. Based students' responses the main challenges that are taken to be significantly affecting the implementation of active learning are large class size as an obstacle to use active learning 44(68.8%), time constraints to cover the prescribed syllabus 41(64.1%), their English teachers' tendency to frequently use traditional method of teaching 36(56.3%), and un conducive classroom environment for using ALMs 28(43.8%) with their mean value of 4.07, 3.78, 3.68 and 3.51 respectively. In line with the EFL teachers' tendency to frequently use traditional method of teaching, Capel et al (1995) proved that, some teachers dislike active learning simply because it brings an extra demand in the planning, preparation and evaluation. On the other, the results showed that, the factors which are less affecting the implementation of ALMs include their teachers' lack of interest towards AL implementation 33(51.6), and Students' lack of interest in active learning 29(45.3%) with their mean of 2.95 and 2.57.

4.2. Presentation and Analysis of Data Obtained Through Classroom Observation

As it was mentioned in the methodology part of this study, the main objective of conducting classroom observation in two selected English classes mainly aimed at finding out answers to the extent to which AL techniques were practiced in EFL classes of Tabo secondary school. Having informed the research purpose to the school principals, the researcher arranged the dates and the sections for the classroom observations and two sections were observed. The observation was conducted within two weeks for four periods twice each two sections. The time allotted for each period is 40 minutes. To get appropriate information from observed sections, observation checklist was used (see appendix D). Therefore, the checklist used was divided under three headings which its interpretation and discussion are presented as follows.

- Classroom Condition
- EFL Teachers' activities to practice active learning techniques
- EFL Students' roles in the participation of active learning techniques

Table 7: Classroom Condition in English Classrooms

Item No	Items	Yes		No	
		F	%	Fr.	%
1	Classroom sitting arrangements are convenient to apply active learning.	1	25	3	75
2	Classroom has adequate number of students chairs and desks	3	75	1	25
3	The chairs and desks are easily moveable.	4	10	-	-
4	There is enough space between the desks so that the teacher freely moves in the class and helps the students.	1	25	3	75
5	The number of students in the classroom is manageable for the teachers to apply active learning.	-	-	4	100

Findings and Discussions

As it can be seen above, items in table 7 designed whether classroom condition was suitable for teachers and students to practice ALM in English classrooms. Accordingly, the data obtained from classroom observation proved that the classroom sitting arrangements were not convenient for practices of active learning. On the other, item 2 illustrates that, there were adequate number of chairs and desks which were easily moveable. This is inconsistent with Momani's, et al (2016) results which revealed shortage of enough seats for students; however, the above table depicts that, there was not enough space between the desks for EFL teachers

to freely moves in the class for helping students and the number of students in the class was not manageable for teachers. Therefore, the data from observation justified that, class room conditions of the observed school did not reflect the required condition for active learning practices. Silberman (1996) points out that, the physical environment in classroom can make or break active learning. Similarly, as Bonwell (1991) suggests, a good physical environment of the classroom: flexible furniture, moveable arrangements; comfortable learning centers or small group discussion areas with predictable structures are principles that enhances students' participation in AL. This was also supported by teachers' interview responses as follows:

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

T2: The other factor that affects me not to implement AL is large class size. That means, since around 70 students learn in a single classroom, it is impossible to employ active learning. The other can be shortage of time which is difficult to apply AL for these many students in 40 minutes. Hence, large class size and time constraints are the factors affecting AL practice.

In connection with this, William (1995) states that, classroom condition should be conducive for the teachers and students to implement active learning. This finding was consistent with previous study by Arikew (2015) confirmed that, the classroom arrangements are the main challenges of implementing active learning, next to time constraints. Hence, it seems physical environment in the classroom can make or break active learning Silberman (1996, p.9).

Table 8: Teacher's Roles in Practicing ALM in their EFL Classrooms

Item No	Items	Yes		No	
		Fr.	%	Fr.	%
1	The teacher encourages students to remind prior lessons.	1	25	3	75
2	The teacher gives their students clear objectives about the procedures and activities	2	50	2	50
3	The teacher gives time to students to discuss the new lesson from their prior experience	1	25	3	75
4	The teacher organizes students in group to do activities	3	75	1	25
5	The teacher goes round and guides students' understanding	1	25	3	75
6	The teacher motivates students to participate confidently	2	50	2	50
7	The teacher is more active than the students.	3	75	1	25
8	The teacher manages the class for AL implementation	1	25	3	75
9	The teacher asks the students to review their own work	2	50	2	50
10	The teacher uses verbal praise for students' achievements	1	25	3	75

Findings and Discussions

The above table wanted to actually analyze to what extent teachers practically showed their roles in practicing ALM in their English classroom. Thus, as table 8 depicts the case, most of the roles expected to be practiced by the English teachers were not observed. For instance, the researcher observed that, majority 3(75%) of teachers never encourage the students to remind prior lessons. They rarely make clear the objective of the daily lesson to the students 2(50%) and it was never 3(75%) observed when they give expected time to learners to think and discuss the new lessons from their experience to show their understanding. This implies teachers' lack eliciting the information from background knowledge of the students during the introduction and explanations sessions. It was also observed that, teachers were frequently 3(75) arranging their students in groups to do activities but they did not have good interaction with their students by half. When the researcher explores the activities done by the teacher, however, it was observed that, students were made to work in groups and learn from each other in four observed periods. This implied that, teachers were using limited active learning strategies in their classroom. On the other hand, only 25% of the EFL teachers were observed rarely moving round the groups and give supports to assist students who had problems. This shows that, the teachers allowed students to work in groups and look for answers to the class work task. Besides, half 2(50%) of EFL teachers rarely motivates their students to actively participate confidently but all of them simply incorporate different ALMs in their lesson plan though they did not put in actual practice and evaluate the students' group cooperation at all.

Moreover, as reflected in table 8, significant numbers (75%) of EFL teachers were observed being active than their students frequently in classroom and only half 1(25%) were observed when managing their classroom in the implementation of active learning. When the class time came to end, the teacher faced difficulty to conclude the lesson because the teacher did not manage the class time properly. The EFL teachers simply organized the class in to groups but didn't take nature of the lesson into consideration. Further, half 2(50%) and half 1(25%) of the EFL teacher asked the students to review their own work and uses verbal praise for the achievements of students in their English classroom. Thus, in conclusion, few activities were accomplished in line with AL paradigm to some extent and more of their classes fully used teacher-led approach in the classroom. In general, from activities performed, it is possible to suggest that, most portion of the class was teacher-led though there was attempt of teachers in making some of the portion active. This is consistent with Ayele's (2017) results that, since teachers lack commitment, they frequently use only group discussion and oral presentations.

Table9. Students' Activities in Participation of ALM in their EFL Classrooms

Item No	Item	Yes		No	
		<i>Fr.</i>	<i>%</i>	<i>Fr.</i>	<i>%</i>
1	Students participate in reminding prior lessons.	1	25	3	75
2	Students feel happy and relaxed when their teacher asks them to do activities in class	1	25	3	75
3	Students has good interaction with their teacher	2	50	2	50
4	Students participate in questioning and answering	2	50	2	50
5	Students express their understanding on learned contents	1	25	3	75
6	Students are playing roles	1	25	3	75
7	Students are discussing issues in groups	3	75	1	25

Findings and Discussions

The above table 9 also demonstrates to what extent students participate in active learning in their English classroom. Accordingly, the observation result shows that 75% never participate in reminding prior lessons. On the other, from the observed sessions, 3(75%) of the students seem rarely feel good and relaxed when their teacher asked them to do activities in groups, pairs or individuals at all. Concerning these ideas, As Starke (2005) asserts, the students must be actively involved to talk about what they are learning, relate it to their past experiences, apply it to their daily lives rather than sitting in a class listening to teachers and memorizing and spitting out the answers. Nardos (2000) also forwarded that, active learning is likely be enjoyed, offers opportunity for progress, and there by encourage positive students' attitudes towards the subjects. Besides, 50% of students rarely has an interaction with their teacher and express their understanding on the learned contents. In relation to this, the results obtained by Ayele's (2017) study showed that, the interest of teachers and students under the study in implementing active learning was good although their actual practices of AL techniques was low. This current study also proved that, students were not active in using AL in classroom.

Moreover, it was observed that, most of the students (75%) were not at all participating in role-playing learning activities though the lessons invite them to practice it. The techniques in which students frequently participating were limited to group discussion (75%), question and answering (50%) and brain storming. However, when the researcher examined details of classroom situations, teachers did not let students forward their ideas, opinions and comments

freely in classroom although the daily lessons asks them to debate, role-play, pair works etc. In relation to the above ideas, Yilmaz (2009) has evaluated the problems faced in Turkey in implementing student-centered learning. Yilmaz found that, teachers who were in practice faced several different problems such as: difficulty in accepting the ideas of being a co-learner, a guide and facilitator who focuses on student learning rather than content delivery. Therefore, based on classroom observation results, teachers are not playing their maximum effort. Concerning this, Leask and Turner (1995, p.223) stated that the main role of teachers in implementing active learning techniques in the classrooms are; assessing how much and which areas of responsibility transferred to students; encouraging pupils to be involved in the lessons/tasks. They have further suggested that, the teachers are expected to allow and value students' own description and hypothesis of what has taken place or assumed learnt.

Moreover, Tudor (1992, p.29) also suggests the three main roles of teachers as; evaluating students' potential and negotiating their involvement in a sensitive manner calls; developing the awareness of students in order to shape their ability to make most of their knowledge and experiences. Therefore, language teaching becomes an educational endeavor far more than a matter of skills training. Being open to students' participation; facilitating the communicative process among or between all learners, giving guidance and advice when necessary instead of being dominating the class.

Generally, on the basis of the above explanation, it is possible to suggest that, the teachers' lesson presentation in actual class did not give much attention to the implementation of active learning strategies. As it was mentioned above, the teacher used teacher-centered approach in the classroom that kept students from participating in different activities so that the students were simply passive listeners. No students' participation was boldly seen in the classrooms. Most of the class time was used writing notes and explaining it on the blackboard.

Hence, it was possible to come up with the conclusion that, although there were activities which help to practice active learning strategies since Arikew (2015) analyzed that grade 10 students English text book was developed on a way that enable learners enrich themselves in knowledge and skills through AL approach, the actual implementation of the AL techniques in these observed EFL classes were unsatisfactory. This implies that, although students are the main role players and the teacher is a director that facilitates active learning classroom for the students, the major techniques of active learning method were not being implemented in its totality because of the afore-mentioned challenges faced the EFL teachers and students.

4.3. Presentation and Analysis of Data Obtained Through Interview

Interview was conducted with three EFL teachers on the topic under study. It was used to triangulate the information gathered through questionnaires and increase the credibility of the study. The interview questions dealt EFL teachers' understanding of ALM concepts, its actual implementation and the challenges they face in using it in classroom. The interview was made with three EFL teachers, who were chosen based on their willingness to be interviewed. Hence, the below were the interview questions and extracts from some of the responses.

In the first question, the EFL teachers were asked their understanding about ALM concepts. Regarding this question, almost all the interviewees commonly suggested that, AL means when the students are participating actively in the language learning through; asking and answering questions, being involved in four language skills with their partners in a form of group/pair work. They also understood that, it is student-centered which focuses on students to enable them participate, initiate and brainstorm their prior knowledge, gives much time and privilege to students than the teacher-centered learning. In short, their understanding of ALM concepts in interview was consistency with what they responded through questionnaire.

For question number two, teachers were asked whether they have ever received the training (theoretical/pedagogical) on how to use active learning method in their ELT and they need more theoretical and pedagogical support in implementing active learning techniques in their classes. Three of them indicated that, they have received pre-service pedagogical training but they described that they need an up-to-date in-service training concerning the implementation of active learning strategies to be used with current generation. Some of them have also stated that, they forgot the theoretical aspects of some AL techniques which lead to ineffective of their implementation. They more described that, they have limited practical knowledge and skills of some active learning techniques' implementation.

For question number three which asked the teachers how they view using AL and the results indicated that, EFL teachers have positively perceived implementing active learning method. Similarly, the results from the questionnaires proved this by indicating that EFL teachers had positively perceived active learning though their positive perception did not help them to practice the method in the EFL classes. Regarding this, as the afore-gone discussion in related literature indicated that, perception is one main factor to affect the implementation of active learning. If teachers do not have positive attitude towards the method, they cannot be willing to use it in the classroom and the implementation can still be difficult. On the other hand, the

positive attitudes towards AL from teachers contribute to the proper implementation of the method. However, majority of the students did not show their interest towards active learning practice as teachers' response to the questionnaire. In line to this idea, Krapp (1992) suggests that, the students who demonstrate active interest in their work tend to display characteristics such as increased attention, greater concentration, pleasant feelings of applied effort, and increased willingness to learn. But the data from both questionnaire and interview revealed that, grade ten students did not actively participate in AL techniques. For such students, the educational experience seems not to be enjoyable and even worthwhile one, there by leading them to become disinterested in School work (Vickey, 2013). As a result, the magnitude of implementation of active learning in the EFL classroom was found to be low.

In question number four, teachers were asked to what extent AL techniques were practiced in their English classroom. They indicated that ALM was not implemented as expected that they practice it sometimes in their English classes. Most of them indicated that they rarely use it because of some factors. As a result, most of them further stated that, as there is discipline problem because of large class size, English teachers' work load to plan and use different active learning techniques, shortage of time to cover the syllabus and students' lack of interest on the method. Hence, the following can be sample interview response of one teacher:

T1: I rarely use active learning method in my classes for the reason that the students have no interest to participate in different techniques of active learning method. For example, if you order them to arrange themselves in small groups to do an activity, they have no interest to be involved in it. This is one of the reasons why I rarely use ALM in my classroom.

This was witnessed by classroom observation that, there was a rare attempt to use techniques of ALM in English classroom. For instance, illustration of discussion 4.2 shows that, teachers were active in explaining and describing the points than the students. One may understand that, the EFL teacher may dominate the class and may not give sufficient time to enable the learners to be involved in the varies activities to improve their language learning by active learning method. This might indicate that, though the teachers may want to practice ALM, the situation in the classroom may not conducive. Yet many problems that EFL teachers face in implementing active learning method can be successfully reduced when teachers make an effort to understand its pedagogical benefits and increase positive attitudes toward ALM as an instructional method with their high commitment to actually implement in the classroom. In light of this, it is first of all necessary for teachers to have the opportunity to learn both the

theoretical and practical aspects of AL methodology, and understand its basic principles, as well as its various techniques. Besides, as Bonwell (1991) reported, points to be noted with respect to the above-mentioned obstacles can be that active learning techniques reduce lecture time that can be devoted to content coverage. It will not necessarily take any more time than that needed to create thorough and thoughtful new lectures. Further, large classes can be divided into the small groups for discussion activities, writing assignments can be read and critiqued by students instead of the teacher.

In the last question which asks EFL teachers their opinion concerning what should be done to effectively implement ALM in English class, especially the roles and preparation expected from teachers to run AL techniques in classroom, almost all the interviewees suggested that, since active learning can give students a sense of participation, the school administrators in cooperation of concerned body should create conducive situations to implement AL in EFL class. They also indicated that, there should be an equivalent number of learners in classroom to use different AL techniques and the EFL teachers and students should get an awareness (training) on this method to have mutual positive perception in the benefit of its practice. Two interviewees told that, they have never taken any in-service training regarding ALM in ELT classroom. From the afore-mentioned extracts, it seems that though any training or workshop contributes a lot to teachers knowledge to effectively practice active learning in English class, there is inadequacy of giving training to English teachers in this school.

In general, what teachers responded for most of the questions in the questionnaire was almost similar to their responses for the interview questions. As to the researcher's understanding, almost all teachers positively perceived the idea of practicing ALM in English classes. They were of the opinion that utilizing active learning methods in English classroom is crucial as it makes students participate in discussion, integrates their learning experiences, and raises their interest of learning English. Moreover, the findings of this study overwhelmingly supported constructivist learning theory because the teachers underlined the paramount significance of active learning as it helps them improve their English language teaching methods and affect students' performance in many dimensions. In relation to this, Piaget (1971) has asserted that, active learning method creates favorable condition for active engagement of thinking process. However, viewing its importance to promote students' language skills, teachers of this study believed that necessary conditions should be taken into account to minimize the factors that hinder AL practices and enhance their roles for the success of active learning in general.

4.4. Discussion of the Results

As it has been stated earlier, the main objective of this study was to assess the EFL teachers' perceptions and practice of active learning method in English classes. To achieve this major objective and other specific questions, the tools; questionnaire, classroom observation and interview were used to collect the necessary information for the study. Hence, the gathered data were analyzed and the findings were discussed. The questionnaires were employed to know about the understanding of ALM concepts, its practice and challenges of implementing ALM in their classrooms. The classroom observations were done to know the extent EFL teachers' practices active learning method in classroom. The interview was also employed to further consolidate the data collected by questionnaires and to gain teachers' perspectives deeper concerning ALM. The questionnaire and observation data were presented using tables whereas data obtained through teachers' interview was described thematically. Therefore, the main points to be discussed were under the categories of:

- EFL teachers' perceptions of implementing active learning method
- EFL teachers' practices of active learning techniques in their English classes
- Correlation between EFL teachers' perceptions and practices of AL in English classes
- Challenges that affect the implementation of active learning in their EFL classrooms

In order to assess EFL teachers understanding of active learning concepts, sixteen items were included in teachers' questionnaires. Hence, the findings of the questionnaires showed that, most teachers have high understanding on the concepts of active learning. Nevertheless, their perception seems at theory level, but not at practical level since it was revealed that they did not utilize their knowledge of active learning in their classrooms. Besides, this was witnessed in the observation that EFL teachers seems as they are familiar with limited active learning techniques like question and answer as well as group discussion. This may indicates that they did not get adequate in-service training on the importance and the ways of utilizing active learning in methodology courses. With regard to this idea, IDCR (1999, p.60) suggests that, it is critical that teachers have a thorough understanding of the nature and characteristics of the appropriate teaching learning methods to be used in conjunction with curricular materials. In addition, Richards and Lockhart (1994, p.54) have suggested that, having knowledge about the method alone is not enough in so as to implement AL because teachers' attitude towards the method plays a significant role in influencing the practices of active learning positively or negatively. As teachers' beliefs, goals, attitudes and decisions influence how they approach their teaching; learners too bring to learning their own beliefs, goals, attitudes, and decisions,

which in turn influence how they approach their learning. Based on the analysis of data, all EFL teachers showed their positive perception towards ALM implementation. Moreover, teachers confirmed what has been found out from the questionnaires during the interview; for instance, they highly believed that, active learning method enhances the students' level self-confidence, independent learning as well as encourages students' opportunities to share their experiences. Nevertheless, their positive perceptions of the method did not enable them to actually practice it effectively in the classrooms. This was proved by classroom observation which teachers did not use various AL strategies in English classrooms and students had no active participation with the provided activities in their English classrooms.

Therefore, teachers are expected to change their positive views into the actual practices of AL in the classroom. The difference between the teachers' beliefs and practice can lead to a mismatch between their assumptions about what is useful to focus on in a lesson as suggested by Richards and Lockhart (1994). This means, the teachers' positive perception of ALM in English class during the questionnaire and interview was not confirmed during the classroom observation. Hence, it seems that, the results regarding teachers' perceptions with their actual practices of active learning were not interconnected. Furthermore, various research findings confirmed that, there is a strong relationship between teachers' perceptions towards AL and their attempt to practice it. For instance, a survey study that carried out in Botswana in 2009 proved that teachers who had a positive perception towards active learning showed a better effort in implementing and using AL than those teachers who perceived it negatively (GDE, 2009). However, Yurdabakan (2012) claimed that, the teachers' positive perception towards active learning should be knowledge based. That is to say, those EFL teachers should have all the details and principles of active learning for effective implementation.

EFL teachers and students were also asked to what extent active learning is practiced in their English class. Accordingly, the data gathered through classroom observation proved that, the most frequently used strategies in English classes were lecture method and group discussion. However, various research findings have consistently showed that, the traditional lecture, demonstration and question and answer are (teacher-centered method) that do not encourage students to actively participate in the teaching-learning process; still dominate 'teaching' in certain schools and universities (Sternberg, 2003). Concerning this, Kasambira (1993) argued that teachers as well as learners are said to prefer the lecture method for it demands little of their efforts. The findings also showed that, other active learning techniques such as, debate, story-telling, role-playing, inquiry-learning and peer-teaching were never/rarely used in the

English classrooms. This shows that, main techniques which can promote the critical thinking capacity of students had not been used. Teachers and students were also made to participate in the questionnaires and interview to further describe responses obtained from classroom observation. The data obtained from questionnaires and interview regarding the extent they practice ALM showed that, the extent English teachers implement active learning in their classroom was unsatisfactory/poor. This shows that, the magnitude of implementing active learning in EFL classes of this school was low. Hence, it seems that, the results obtained from EFL teachers' and students' questionnaires and teachers' interview regarding active learning practices were inter-connected. Thus, the responses obtained from three instruments proved that, the magnitude of practicing major AL techniques in English classrooms was low.

The study further revealed that, the main challenges of implementing ALM that respondents identified were: shortage of time, teachers' work load to plan and use different AL techniques, large class size; teachers' tendency to use the traditional method; students' lack of interest and lack of conducive classroom situation. The classroom observations proved that, since the number of students in each class was large, the teachers could not follow up and monitor their learners appropriately while the students were working in the given classroom activities in groups and the teachers did not set a time limit for students' discussions. In line with this idea, Capel, et al. (1995) explained that, some teachers dislike active learning simply because it brings an extra demand in planning, preparation and evaluation. They believe that, active learning is pressurized by time table. Concerning class size as another challenge to implement active learning Sguazzin and Graan (1998) in their study indicated that, schools in many parts of Africa are composed of large number of students. Thus, giving students enough attention and meeting the need of every student to engage actively in ELT process is difficult.

In conclusion, despite its educational benefits in the language learning contexts, knowing the concepts of ALM in itself does not necessarily guarantee its successful implementation unless the teacher facilitates, controls of students' performance in each technique, and understands how its techniques actually work in classroom. It also suggests that, ALMs as an instructional method is more than just giving activities to the learners. Hence, the findings confirmed that, there is inconsistency between EFL teachers' perceptions with their classroom practices of active learning method in English classes. More importantly, any English teacher, who wants to implement this method successfully, is required to have a sufficient practical knowledge about the instructional framework related to its planning, procedure, and assessment and high commitment of its implementation by solving the encountered challenges in EFL classes.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals the study's summary, conclusions made and recommendations forwarded.

5.1. Summary

This study aimed at assessing EFL teachers' perceptions and classroom practices of active learning in English classes of grade 10 at Tabo secondary school in Jibat District. This mixed method study employed the four main research questions such as: How well do EFL teachers perceive implementing ALMs in their English class? To what extent do EFL teachers practice AL techniques in the English classrooms? What does the correlation between EFL teachers' perceptions and practices of AL show? And what are the challenges that affect implementing active learning. To this effect, all 5 English language teachers and 64 grade ten students were participated in this study by availability and simple random process of lottery technique respectively. To arrive at the whole purpose of the study, three research tools; questionnaire, observation and interview were used in line with afore-mentioned basic research questions. Based on the analysis of the data, the following findings were obtained from the study.

The results revealed that, most teachers have a high level understanding of ALM conceptions. In addition, the data from English teachers' showed that, majority of them positively viewed implementing active learning method; for instance, as it would enable the students to actively participate, plays important role in developing students' higher order thinking skills and gives much time and privilege to them. The overall findings also confirmed that, despite a high level understanding of ALM concepts and positive perceptions towards it, its actual practices in English classes was low. Their positive perceptions towards the method was nothing in practice, which seem their understanding was at theory level that lacked necessary practical knowledge and skills on its implementation as they did not utilize their knowledge of active learning in actual classroom. This indicates that, there is a mismatch between EFL teachers' perceptions with their classroom practices because of the poor practices of active learning techniques in the English classrooms. This was proved through class observation that, the AL techniques, which dominantly practiced were limited to the question and answer and group discussion. Other major techniques such as debate, games and role playing, which promotes students critical thinking and problem solving capacity were never emphasized. Large class size, teachers' tendency to the traditional method, shortage of time to cover the prescribed syllabus, teachers' workloads and students' lack of interest were found to be the major factors to the low implementation of active learning. Therefore, teachers believed that, to practice it effectively, they must get in-service training and support from the concerned education body.

5.2. Conclusions

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

The study revealed that, although almost all EFL teachers seemed that they had favorable perceptions of ALMs, the study proved that most of the teachers had theory based knowledge not at practical level. As a result, the teachers-fronted approaches, which denied the students opportunities of practicing different AL techniques, were preferred in English lessons. The study also confirmed that the limited AL techniques (question-answer and group discussion) were frequently used in their English classrooms. Their attempts and commitment for its implementation was unsatisfactory. This shows that, strong commitment is expected from EFL teachers to bring more techniques into their classes with students' active participation.

Furthermore, the study revealed that, there are still challenges that faced EFL teachers in the proper implementation of AL in English language teaching classes, for instance: large class size; shortage of time and teachers' workloads to plan and practice different AL techniques. Observation result also showed that, EFL teachers played their limited roles: forming group and assigning the works for students in the classroom. However, other teachers' main roles to practice active learning in the classroom such as; introducing active learning tasks early with clear instruction to the students, starting with easier ways to avoid the students' frustration, and carefully monitoring what students are doing in groups/individually were not observed.

Therefore, it can be concluded that, the findings of this study are almost in line with what has been stated in the literature part. That is to say, active learning is believed to be currently accepted method for its key successful and appropriateness for students through enhancing their self-confidence, independent-learning and opportunities to share experiences. In short, although there was teachers' high understanding of ALM concepts and positive perceptions on its implementation, the actual practices of AL techniques in their English classes was low due to the major factors like large class size, teachers' work load to plan and use different AL techniques, and shortage of time to cover the prescribed syllabus. The result indicates that the relationship between EFL teachers' perception and practices is positive and weak. There is no relationship between their perceptions and practices since the p value is greater than 0.05. Hence, the implementation of ALM in English classes of this school might be questionable as English teachers might not use it effectively. Yet, a lot of things should be taken into account seriously by the school English teachers to effectively implement this method in classroom in such a way that it may contribute to students' success in English language learning context.

5.3. Recommendations

On the basis of the major findings in this study and the conclusions drawn, the researcher has forwarded the following recommendations.

1. The findings showed that, since teachers lack practical application knowledge of active learning method or techniques (they have theory based knowledge of ALMs) they should be given the opportunity to acquire the basic knowledge about the method and skills related to planning, implementing, and assessing AL techniques that can enhance the critical thinking capacities of the students. Hence, it is suggested that, Tabo high school in Jibat district with collaboration of the concerned educational bodies should offer in-service training for teachers on how to implement active learning and alleviate challenges encountered in their classroom.
2. As the findings revealed, majority of the teachers have a positive perception of using active learning but their actual practices of it was not satisfactory. Thus, it is recommended that EFL teachers should be committed as possible to discharge their roles practically in exercising active learning techniques in their classroom. Because, the level of active learning utilization can be improved if the teachers can be able to provide the situations that encourage the active participation of students in the ELT by acting as a real facilitators and organizers of students' learning to bring a shift from the teacher fronted method of teaching to the desirable one.
3. It has also been recommended that, to mitigate shortage of time, it is better for teachers to plan for active learning by avoiding: lost time, late starts, starting teaching as scheduled and minimizing time spent on discipline because these gaps may lead to low practices of ALMs.
4. For large classes, which have often been considered to be a problematic with regard to the disciplinary situations in AL implementation, the teacher needs to take group formation and presentation procedure into consideration. Basically, AL techniques can be used the same way in large classes as in small ones, except that large classes need more time & preparation. Hence, to overcome large class size, the school teachers and principals should plan their best in advance to use alternative solutions such as, dividing the class in small groups/two classes, using lab. classes/meeting hall; sometimes using active lecture (gapped lecture) which can make students active since having standard class size may not always possible in our context.
5. Since the present study is not a large scale study given the limited number of EFL teachers and students in selected school involved, a similar further study might be necessary to be conducted that uses a large subjects and more elaborate issues of AL practices in EFL classes.

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Appendix: A
Debre Berhan University
College of Social Science and Humanities
Department of English Language and Literature
Teacher's Questionnaire

Dear Teacher,

First of all, I would like to thank you in advance for your cooperation and devotion of time to answer my research questions. This questionnaire is designed to gather information for M.A thesis which is aimed to assess the EFL teachers' perception and practices of Active Learning Method in English classrooms at Tabo secondary school. The information you give is really very helpful for the success of the thesis.

Therefore, you are kindly requested to respond frankly and honestly. The information you give will be used only for academic purposes and be kept confidential. Please answer all of the questions as best as you can.

Thank you for your co-operation!

General Instruction:

- Please, do not write your name on the questionnaire.
- Please, follow the directions given in each three section.
- Make sure that you have answered all the questions.

Section I. Teachers' Perceptions of Implementing Active Learning in EFL Classrooms

Direction: The following statements address "Your Perceptions on Implementing Active Learning Method in English class" Please answer by placing a tick () in the corresponding boxes that matches your position most, according to the following five rating scale.

Key: 1=Strongly Disagree 2=Disagree 3=Not Sure 4=Agree 5 =Strongly Agree

Item No.	Items	Possible Responses				
		1	2	3	4	5
1	ALM is a multi-directional experience in which learning is Occurred					
2	ALM is an approach that enable students be active rather than passive recipients of knowledge					
3	ALM facilitates students way of using higher level thinking strategies to create new ideas					
4	ALM is an interactive and effective in engaging every learner to promote language learning					
5	ALM is an structured, organized, purposive, and communicative of meaningful learning					
6	ALM is consistent with principles of communicative language teaching, therefore, CLT advocates active learning					
7	AL offers opportunities for progress of students in language use					
8	AL enhances students' self-confidence and independent-learning					
9	AL encourages students' opportunities to share experience and creates their friendship					
10	AL greatly contributes to scale up quality of ELT					
11	AL helps students involved in problem-solving activities					
12	Classroom-interaction contributes for Active learning					
13	ALM provides a relaxed atmosphere in classroom to promote students learning					
14	AL implementation should be the collaborative effort of both teachers and students in classrooms					
15	Teacher should be responsible to act as advisor and facilitator of students learning in implementing active learning.					
16	ALM pursues the development of integrated skills in the Classroom					

Section II. Teachers' Extent to Practices Active Learning Techniques in EFL Classes

Direction: Five rating scales are also given for the following statements. Please read and think about the extent to which you agree/disagree with the statements below regarding "The extent you practice the following Active Learning techniques in English class" and place a tick () in the corresponding boxes.

Key: 1=Never 2=Rarely 3 = Sometimes 4 = Usually 5 = Always

Item No.		Possible Responses				
		1	2	3	4	5
17	Group Discussion					
18	Questioning and Answering					
19	Role playing					
20	Cooperative-Learning					
21	Debate					
22	Lecture					
23	Brain Storming					
24	Peer-Teaching					
25	Problem Solving					
26	Story-telling					
27	Games					
28	Inquiry-learning					

Section III. Challenges Teachers Face in implementing Active Learning in EFL Classes

Direction: Please read and think about the extent to which you agree or disagree with the items below regarding "To what extent do the following factors hinders your implementation of Active Learning Method in English class" and place a tick (√) in the corresponding boxes.

Key: 1=Never 2=Little: 3 = Undecided: 4 = To some extent: 5 = Too much

No	Items	Possible Responses				
		1	2	3	4	5
29	I have little practical knowledge of ALMs implementation					
30	Large class size is an obstacle to use active learning method					
31	Time constraints to cover the prescribed syllabus					
32	Students' lack of interest in active learning					
33	Your tendency to use traditional method of teaching					
34	Classroom Environment is not proper for using ALMs.					
35	Loads of periods per a week					

Appendix: B
Debre Berhan University
College of Social Science and Humanities
Department of English Language and Literature
Students' Questionnaire

Dear Student,

First of all, I would like to thank you in advance for your cooperation and devotion of time to answer my research questions. This questionnaire is designed to gather information for M.A thesis which is aimed to assess the EFL teachers' perception and practices of Active Learning Method in English classes at Tabo secondary school. The information you give is really very helpful for the success of the thesis.

Therefore, you are kindly requested to respond frankly and honestly. The information you give will be used only for academic purposes and be kept confidential. Please answer all of the questions as best as you can.

Thank you for your co-operation!

General Instruction:

- Please, do not write your name on the questionnaire.
- Please, follow the directions given in each two section.
- Make sure that you have answered all the questions.

Section I. The Extent your EFL Teacher Practices AL Techniques in English Classes

Direction: Please read and think about the extent to which you agree/disagree with the items below regarding "How often do your EFL teachers practices the following Active Learning techniques in English class" and place a tick (√) in the boxes under five rating scales below.

Key: 1=Never 2= Rarely: 3 = Sometimes: 4 = Usually: 5 = Always

No	Items	Possible Responses				
		1	2	3	4	5
1	Group Discussion					
2	Questioning and Answering					
3	Role playing					
4	Cooperative-Learning					
5	Debate					
6	Lecture					
7	Brain Storming					
8	Peer-Teaching					
9	Problem Solving					
10	Story-telling					
11	Games					
12	Inquiry-learning					

Section II. Challenges Students Face to Participate in Active Learning in EFL Classes

Direction: Please read and think about the extent to which you agree/ disagree with the items below regarding "To what extent do the following factors hinders your participation in Active Learning Method in English class" and place a tick (√) in the corresponding boxes given below.

Key: 1=Never 2=Little: 3 = Undecided: 4 = To some extent: 5 = Too much

No	Items	Possible Responses				
		1	2	3	4	5
13	Teachers' lack of interest in implementing active learning					
14	Large class size is an obstacle to use active learning method					
15	Time constraints to cover the prescribed syllabus					
16	Students' lack of interest in active learning					
17	Teachers tendency to use traditional method of teaching					
18	Classroom Environment is not proper for using ALMs.					

Appendix: C
Yuuniivarsiitii Dabra Birhaan
Kolleejjii Saayinsii Hawaasaa fi Namoomaa
Muummee Afaan Ingilizii fi Ogbarruu
Gaafannoo Barattootaa

Kabajamoo Barattootaa,

Kaayyoon qorannoo kanaa Mala Si'aayinaan Afaan Ingilizii barsiisuu barsiisota kutaa 10 ffaa mana barumsaa Xabboo Sadarkaa^{ffaa} ilaalchisee hubannaa fi shaakala barsiisotaa irratti xiyyeeffata. Gaaffilee qoranicha kana ilaalchisee dhiyaatan xiyyeeffannaan ilaalun deebisi.

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

Hirmaannaa keessaniif galatoomaa!

Qajeelfama Waliigalaa

- Maqaa kee gaafannoo irratti barreessuun barbaachisaa miti.
- Ajaja kutaa hunda jalatti kenname dubbisuu hin dagatin.
- Gaaffilee jiran hunda xummuruu kee sakatta'i.

Kutaa1: Mala Si'aayinaan Afaan Ingilizii Barsiisuu Keessatti Shaakalli barsiisan taasise

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

Ibsa: 1=Gonkumaa, 2=Darbee Darbee, 3=Yeroo Tokko, 4=Yeroo Baay'ee, 5=Yeroo Hunda

T/L	Hirmaannaa barattootaa mala si'aayinaan Afaan Ingilizii barachuu keessatti taasifamu irratti gaafilee xiyyeeffatan	Deebii				
		1	2	3	4	5
1	Waliin mari'achuu					
2	Gaaffii fi Deebii					
3	Garee keessatti gahee dhuunfaa baruu					
4	Waliin/qindoominaan barachuu					
5	Wal-fammii					
6	Ibsa/lallaba					
7	Tooftaa yaada barattootaa maddisiisun barsiisuu					
8	Mala barattoota barataa/ttuu qaxaleen barsiisuu					
9	Rakkoo furuu					
10	Seenaa gaggabaaboo himuu					
11	Tapha adda addaa					

II. Sababoota Hirmaannaa Mala Si'aayinaan Barachuu irratti Dhiibbaa Geessisan.

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

Ibsa: 1=Gonkumaa, 2=Xiqqoo Xiqqoo, 3=Hin Murteessine , 4=Hamma Tokko, 5=Baay'ee

T/L	Saaboota/wantoota hirmaannaa barattootaa mala si'aayinaan barachuu irratti dhiibbaa geessisan	Deebii				
		1	2	3	4	5
13	Barsiisan tooftalee si'aayinaan barachuu hojiirra oolchuf beekumsa gahaa dhabuu					
14	Baay'inni barattootaa mala si'aayinaan barachuuf kan hin mijoofta ta'uu					
15	Qabiyyee barnootaa xummuruuf Hanqina yeroo					
16	Mala si'aayinaan barachuu ilaalchisee fedhii dhabuu barataa					
17	Barsiisaan mala barachuu durii (hin ammayyannoofnetti) Fayyadamuu					
18	Haalli daree keessaa si'aayinaan barachuuf mijataa ta'uu dhabuu					

Appendix: D

Classroom Observation Checklist

School: Tabo Secondary School

Grade & Section: 10A & D

Day-1 lessons: A5.5: Extreme adjectives

Day-2: A6.2: What do you know about drug abuse?

Day-3: B6.3: Cause and Effect

Day-4: A7.6: Preposition of Time

B6.4: Debate

A7.7: Making Notes

Item No	Activities to be observed	Week-1				Week-2			
		T-1		T-2		T-1		T-2	
		Day-1		Day-2		Day-3		Day-4	
		14-04-2012		16-04-2012		24-06-2012		25-06-2012	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Classroom Conditions								
1.1	Classroom sitting arrangements are convenient to apply active learning.								
1.2	The classroom has adequate number of chairs and desks for students.								
1.3	The chairs and desks are easily moveable.								
1.4	There is enough space between the desks so that the teacher freely moves in the classroom and helps the students								
1.5	The number of students in the classroom is manageable for the teachers to apply active learning								

Item No	Activities to be observed	Week-1				Week-2			
		T-1		T-2		T-1		T-2	
		Day-1		Day-2		Day-3		Day-4	
		14-04-2012		16-04-2012		24-06-2012		25-06-2012	
		Yes	No	Yes	No	Yes	No	Yes	No
2	Teacher's Roles During the Lesson								
2.1	The teacher encourages students to remind prior lessons.								
2.2	The teacher gives their students clear objectives about the procedures and activities								
2.3	The teacher gives time to students to discuss the new lesson from their prior experience								
2.4	The teacher organizes students in group to do activities								
2.5	The teacher goes round and guides students' Understanding in classroom activities.								
2.6	The teacher motivates students to participate confidently								
2.7	The teacher is more active than the students.								
2.8	The teacher manages the class for AL implementation								
2.9	The teacher asks the students to review their own work								
2.10	The teacher uses verbal praise for students' achievements								
3	Students' Activities During the Lesson								
3.1	Students participate in reminding prior lessons.								
3.2	Students feel happy and relaxed when their teacher asks them to do activities in classroom								
3.3	Students has good interaction with their teacher								
3.4	Students are participating in questioning and answering.								
3.5	Students express their understanding on learned contents								
3.6	Students are playing roles								
3.7	Students are discussing issues in groups								

Appendix: E
Debre Berhan University
College of Social Science and Humanities
Department of English Language and Literature
Teacher interview Questionnaires

1. What do you know about Active Learning Method? How do you define its concepts?
2. Have you received any training (theoretical/pedagogical) on how to use active learning method in your teaching English? Do you feel you need more theoretical and pedagogical support in implementing active learning techniques in your class?
3. How do you perceive Implementing Active Learning in your teaching English language?
4. To what extent you employ Active Learning techniques in your English language class?
5. Is there any challenge you face in your implementation of active learning in English class in your teaching experience? If so, what are they?
6. In your opinion, what should be done to implement different active learning techniques in English classrooms more effectively? Especially the roles and preparation expected from teachers to run active learning techniques in classroom.

Appendix: F

Teachers' Interview Questions Transcription

Q1. What do you know about Active Learning Method? How would you define its concepts?

T1=Well, for me, active learning means when the students are participating actively in the language learning through; asking and answering the questions, being involved in four language skills with their methodology in partners in a form of group/pair work.

T2=I see it as 'student-centered method' which focuses on the students to enable them to participate, to initiate and brainstorm their prior knowledge, gives much time and privilege to students than the teacher-centered learning. Besides, it is a method assumes teacher's role as a facilitator and students should be active participant in language learning classroom.

T3=In my opinion, active learning is a method developed after teacher-centered learning was criticized to give much time and privilege to students than the tradition method. In short, it is student-centered which both teacher and students participate in given lesson activities.

Q2. Have you received any training (theoretical/pedagogical) on how to use ALM in your classroom? Do you feel you need more support in implementing AL techniques in your class?

T=1 I have received pre-service pedagogical training before ten years but I need an up-to-date training concerning practices of AL strategies to be used with today's generation.

T=2 I took pre-service training but I forgot the theoretical aspects of many techniques which lead to ineffective of their implementation. In fact, I have limited knowledge and skills of some active learning techniques' implementation.

T=3Yea, I took only pre-service pedagogical training, but I have never taken any in-service training regarding the implantation of active learning techniques in English context. For me, it is better if in-service training will be provided regarding both theoretical and practical aspects of active learning techniques in the English classroom.

Q3. How do you perceive Implementing Active Learning in teaching English language?

T1= Frankly speaking, since students can practice varies tasks/ activities in active learning and share their experiences in classroom activities in the form of peer-teaching, group/pair work, I personally perceive it positively to be used in English class.

T2= I see that AL is the most effective although there are some problems to fully practice it actual classroom. Hence, I suppose it will be helpful for students' language learning.

T3= As far as I understood, active learning is very effective. Since it is an advantageous for students in which they will not be passive rather than active participant in different learning activities. Therefore, I am very interested in it if used by minimizing its challenges to be used.

Since Q4 & 5 was answered by respondents inter-connectively, they were prescribed in tailed.

Q4. To what extent do you employ AL techniques to teach English in your class?

Q5. Is there any challenge hinder your practice of AL in EFL class from your experience?

T1= I rarely use active learning method in my classes for the reason that the students have no interest to participate in different techniques of active learning. For example, if you order them to arrange themselves in small groups to do an activity, they have no interest to be involved in it. Besides, class size is one factor that affects the implementation of this method. And teaching loads per a week could be the reasons why I rarely use AL in my English class.

T2=In my class, I didn't use AL techniques as expected. To tell you the truth, I rarely use it in my classroom because of my work load to plan and use AL techniques with more than 20 loads per week. The other factor that affects me not to implement AL is large class size. That means, since around 70 students learn in a single classroom, it is impossible to employ active learning. The other can be shortage of time which is difficult to apply AL for these many students in 40 minutes. Hence, they are the major factors affecting AL practice.

T3= I usually use lecture method by giving notes for the students. But, I sometimes use group/pair work for students' discussion in English classroom. Hence, although I may want to practice ALM, the situation in the actual classroom is not conducive. So, I could not use more effective techniques like debating, games and role playing because of shortage of time as we usually start actual teaching late in October month, large class size, my teaching periods with 21 periods per a week as well as lack of students' interest to active learning.

Q6. In your opinion, what should be done to implement different active learning techniques in English classrooms more effectively? Especially the roles and preparation expected from teachers to run AL techniques in classroom.

T1= In my opinion, we should get in-service training on how to effectively practice these techniques particularly to meet the demands of today's learners and feel the gap of the way we thought with the way we have been teaching.

T2=For me, it is important if we as language teachers plan in advance for AL to mitigate the problem of time but this is more of effective if teachers get in-service training.

T3= As to my view, there should be an equivalent number of learners in classroom since as the new standard by MoE says students at secondary school needs to be forty in one class. Besides, learners themselves should be aware the importance of the methodology thorough promoting orientation on relevance of AL in English class before beginning regular classes.

Appendix: G

Teachers' Questionnaire Responses Summary

Item No.	1=Strongly Disagree		2= Disagree		3= Not Sure		4 = Agree		5=Strongly Agree		Total		Sum	Mean
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
1	-	-	-	-	-	-	1	20	4	80	5	100	24	4.8
2	-	-	-	-	-	-	-	-	5	100	5	100	25	5.0
3	-	-	-	-	-	-	3	60	2	40	5	100	22	4.4
4	-	-	-	-	-	-	-	-	5	100	5	100	25	5.0
5	-	-	-	-	1	20	1	20	3	60	5	100	22	4.4
6	-	-	-	-	2	40	3	60	-	-	5	100	18	3.6
7	-	-	-	-	-	-	2	40	3	60	5	100	23	4.6
8	-	-	-	-	-	-	-	-	5	100	5	100	25	5.0
9	-	-	-	-	-	-	-	-	5	100	5	100	25	5.0
10	-	-	-	-	-	-	-	-	5	100	5	100	25	5.0
11	-	-	-	-	-	-	1	20	4	80	5	100	24	4.8
12	-	-	-	-	-	-	2	40	3	60	5	100	23	4.6
13	-	-	-	-	-	-	1	20	4	80	5	100	24	4.8
14	-	-	-	-	-	-	4	80	1	20	5	100	21	4.2
15	-	-	-	-	-	-	2	40	3	60	5	100	23	4.6
16	-	-	-	-	-	-	4	80	1	20	5	100	21	4.2
Grand Mean														4.62
	1=Never		2= Rarely		3=Sometimes		4 = Usually		5 = Always		Total		Sum	Mean
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
17	-	-	-	-	2	40	3	60	-	-	5	100	18	3.6
18	-	-	-	-	2	40	3	60	-	-	5	100	18	3.6
19	-	-	3	60	2	40	-	-	-	-	5	100	12	2.4
20	-	-	2	40	3	60	-	-	-	-	5	100	15	3.0
21	2	40	3	60	-	-	-	-	-	-	5	100	8	1.6
22	-	-	-	-	1	20	4	80	-	-	5	100	19	3.8
23	-	-	1	20	1	20	3	60	-	-	5	100	15	3.0
24	3	60	2	40	-	-	-	-	-	-	5	100	7	1.4
25	1	20	1	20	3	60	-	-	-	-	5	100	12	2.4
26	4	80	-	-	1	20	-	-	-	-	5	100	7	1.4
27	2	40	3	60	-	-	-	-	-	-	5	100	8	1.6
28	1	20	4	80	-	-	-	-	-	-	5	100	9	1.8
Grand Mean														2.47
	1= Never		2= Little		3=Undecided		4: Some extent		5=Too much		Total		Sum	Mean
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
29	-	-	-	-	-	-	2	40	3	60	5	100	23	4.6
30	-	-	-	-	-	-	-	-	5	100	5	100	25	5
31	-	-	-	-	-	-	2	40	3	60	5	100	23	4.6
32	-	-	-	-	-	-	1	20	4	80	5	100	24	4.8
33	-	-	3	60	-	-	2	40	-	-	5	100	14	2.8
34	-	-	-	-	-	-	2	40	3	60	5	100	23	4.6
35	-	-	-	-	-	-	2	40	3	60	5	100	23	4.6
Grand Mean														4.42

Appendix: H

Students' Questionnaire Responses Summary

Item No.	1=Strongly Disagree		2= Disagree		3= Not Sure		4 = Agree		5=Strongly Agree		Total		Sum	Mean
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
1	-	-	6	9.4	34	53.1	24	37.5	-	-	64	100	210	3.28
2	-	-	11	17.2	10	15.6	43	67.2	-	-	64	100	224	3.5
3	5	7.8	35	54.7	13	20.3	11	17	-	-	64	100	158	2.46
4	6	9.4	18	28.1	29	45.3	11	17.2	-	-	64	100	173	2.7
5	37	57.8	22	34.4	5	7.8	-	-	-	-	64	100	96	1.5
6	-	-	-	-	11	17.2	40	62.5	13	20.3	64	100	258	4.03
7	7	10.9	13	20.3	36	56.3	8	12.5	-	-	64	100	173	2.70
8	36	56.3	23	35.9	5	7.8	-	-	-	-	64	100	97	1.51
9	7	10.9	19	29.7	30	46.9	8	12.5	-	-	64	100	167	2.6
10	39	60.9	21	32.8	4	6.3	-	-	-	-	64	100	93	1.45
11	32	50	25	39.1	7	10.9	-	-	-	-	64	100	103	1.6
12	34	53	25	39	5	7.8	-	-	-	-	64	100	99	1.54
Grand Mean													2.4	
	1= Never		2= Little		3=Undecided		4= Some extent		5=Too much		Total		Sum	Mean
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
13	5	7.8	33	51.6	-	-	12	18.7	14	21.9	64	100	189	2.95
14	-	-	5	7.8	-	-	44	68.8	15	23.4	64	100	261	4.07
15	4	6.3	7	10.9	-	-	41	64.1	12	18.7	64	100	242	3.78
16	11	17.2	29	45.3	-	-	24	37.5	-	-	64	100	165	2.57
17	6	9.4	8	12.5	-	-	36	56.3	14	21.8	64	100	236	3.68
18	7	10.9	19	29.7	-	-	10	15.6	28	43.8	64	100	225	3.51
Grand Mean													3.42	