

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

**THE ASSESSMENT OF THE TECHNIQUES PRACTICED BY EFL  
TEACHERS IN IMPLEMENTING ACTIVE LEARNING: UPPER  
PRIMARY SCHOOLS IN GONDAR TOWN IN FOCUS**

**BY  
MOGES ABAY**

**JULY 2007**

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**A Thesis Presented to the School of Graduate Studies of  
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English as a Foreign Language (TEFL)**

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in Implementing Active Learning: Upper Primary Schools in  
Gondar Town in Focus**

**BY  
Moges Abay**

**APPROVED BY:**

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**Advisor**

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**Signature**

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**Examiner**

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**Signature**

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**Examiner**

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**Signature**

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## ABSTRACT

The major objective of this study was to assess the implementation of active learning in teaching English at upper primary schools in Gondar town. To achieve this, specific objectives were set which gave particular emphasis to assess the knowledge and experience teachers have on active learning, the attitude of both teachers and students towards active learning, the type and frequency of active learning techniques teachers employed in teaching English, and factors that affected the implementation of active learning in teaching English.

Based on the focus of the study, all the subjects of this study were grade eight students and English teachers in the selected schools. A total of 297 respondents, that is, 254 students, and 43 teachers were chosen as a source of data for the study. The data was gathered through questionnaires, classroom observations, and interviews. These were analysed using percentage and authenticated with the qualitative analysis of the data obtained from classroom observation and interview.

Then the following results have been obtained:

- The teachers' knowledge and skills of implementing active learning techniques was substandard.
- The majority of teachers and students had a positive attitude towards active learning.
- Teachers widely used techniques such as questions and answers, exercises for individual students for immediate feedback, lecture/explanation by the teacher, and discussion. Group/pair work was also the most predominantly employed technique in the teaching/learning of English. Teachers did not use other major techniques which are expected to promote the critical thinking and problem solving capacity of students.
- Teachers' tendency to the lecture (traditional) method, the dependency of the majority on the minority of students while doing tasks in groups, lack of suitable instructional materials, shortage of time, and class size were the major factors that affected the implementation of active learning in teaching English.

Finally, based on the findings of the study, it was recommended that teachers need to be equipped with the basic knowledge and skills of implementing different active learning techniques that can foster critical thinking and problem solving capacities of students through capacious training on the nature, practice, and relevance of active learning techniques in teaching and learning English.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Statement of the Problem

In Ethiopia, English is taught as a subject starting from grade one up to university education. It is also a medium of instruction in secondary and tertiary levels.

In spite of the number of years the students are exposed to English language, their level of performance in using the language is very low. Moreover, as the observations and experience of the writer of this paper show, students do not participate (whether in groups or individually) during EFL classes in the way they should have to in the target language. One of the possible reasons for this is the inappropriateness of the methods and techniques employed in teaching English. As Mackey (1965:138) says the teaching methodology can be “...the cause of success or failure in language learning; for it is ultimately the method that determines the ‘what’ and the ‘how’ of language instructions.”

The method, which is used in teaching English, is very vital in helping the learners become effective. In this regard, there is a current approach or technique of teaching which is commonly known as **active learning**. Active learning, according to Silberman (1996), is a collection of instructional strategies that make students do most of the work, use their brains, study ideas, solve problems, and apply what they learn. It also promotes interaction, working collaborately, etc. and these in turn promote language learning. Learning is most effective when the learner is the initiator of the learning process. For this, as many scholars have suggested, active learning is important for the learners playing the initiative role. Bonwell (2003), for example, states, “All genuine learning is active, not passive. It is a process of discovery in which

the student is the main agent, not the teacher.” Active learning is, (in short), a learning process through discovery, analysis, evaluation, problem solving, etc. to create new knowledge and understanding rather than transmitting of knowledge or repeating of information.

Now, this approach is being practiced in higher education institutes in the country. Particularly teacher trainers who have been involved in higher diploma program have been taking **active learning** as the major part of the course. One of the objectives of the program is to train prospective teachers to implement active learning in schools (of all grade levels). This is because developing students’ cognitive ability and problem solving capacity are among the major educational goals stated in the policy of 1994 (MOE, 2003). These abilities and skills are partly achieved through the implementation of active learning techniques.

However, it may be doubtful whether or not teachers (particularly, according to the researcher’s experience, teachers in the second cycle of primary schools) implement active learning properly. They might lack the necessary knowledge, perception and attitude, and skills in implementing it. Even if they acquire the required knowledge, and develop the appropriate skills to implement active learning approach, it may not be easy to change into practice. One of the possible reasons might be that most of them have been accustomed to the traditional lecture method which initiated memorization and simple recall of facts by learners that was provided through official curriculum and presented by teacher’s explanation or “chalk and talk”. And it seems difficult to break away from it within short period of time. In other words, teachers’ and even students’ preferences or dislikes might affect the choice of the method, which is partly related to their personality, perception, philosophy, and style of teaching and learning.

All the above reviews clearly disclose that there is a gap between theory and practice in the implementation of active learning instructional approach. Thus, it seems imperative to assess the implementation of it in order to suggest a means to close otherwise minimize the gap. In other words, there is a need to undertake regular and systematic assessment of its effectiveness. This study thus, focuses on assessing the implementation of active learning in teaching English at upper primary schools with particular reference to five upper primary schools in Gondar town.

## **1.2 Objectives of the Study**

The major objective of this study is to explore whether or not active learning is appropriately implemented in teaching English to help the learners become effective users of the language.

On the whole, the study attempts to answer the following questions:

1. Do EFL teachers have the necessary knowledge and experience to implement active learning?
2. What is the attitude of EFL teachers and students towards active learning?
3. Do EFL teachers use active learning? How often do they use active learning techniques? And what kind of active learning techniques do they use in teaching English?
4. What factors may affect the implementation of active learning in teaching/ learning English?

## **1.3 Significance of the Study**

This research aims at assessing the implementation of active learning in teaching English. It is hoped that if the recommendations of the research are

likely to be implemented, the outcome of this study may contribute to teachers of English in general and teacher trainers at colleges of teacher educations in particular in the following way.

- It could give feedback to teacher trainers whether the concerned teachers are effective in implementing active learning or not.
- It could show how concerned bodies minimize or avoid those factors that hinder the implementation of active learning in teaching English.
- Researches done on the implementation of active learning in teaching English are very limited; the writer of this paper hopes that the study will enrich the existing literature.

#### **1.4 Scope of the Study**

This research is limited in its scope to second cycle primary schools and is confined to five government elementary (2<sup>nd</sup> cycle) schools out of 12 governmental elementary (2<sup>nd</sup> cycle) schools in Gondar town. It also covers only grade eight students and English teachers in the referred schools.

#### **1.5 Operational Definitions of Terms/Phrases**

The following key terms /phrases are defined in the sense they have been used in the study as follows:

**Approach:** is a set of correlative assumptions, a way of thinking or way of dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught (Richards and Rodgers, 2001:19).

**Method:** is an overall plan for the orderly presentation of language material based upon the selected approach. It is a procedural. In other words, it is the level at which theory is put into practice and choices are made about a particular skills and the content to be taught, and the order in which the content will be presented (Ibid).

**Technique:** is implementational- that which actually takes place in a classroom. It is a carefully planned way of accomplishing an immediate objective used in the classroom. In other words, it is a specific classroom activity (stern, 1983:474).

**Upper primary schools:** refers to grades five to eight.

## 1.6 Acronyms

EFL	English as a Foreign Language
ICDR	Institute for Curriculum Development and Research
MoE	Ministry of Education
TESO	Teacher Education System Overhaul

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 The What of Active Learning**

It is obvious that learning is not an automatic consequence of pouring information into a student's head. It requires the learner's own mental involvement and doing. "An active learning environment requires students and teacher to commit to a dynamic partnership in which both share a vision of and responsibility for instruction," (Fern, Anstrm, and Silcox, 1993). In such an environment, students learn content, develop conceptual knowledge, and acquire language through a discovery- oriented approach to learning in which the learner is not only engaged in the activity but also with the goal of the activity. Essential to this approach are the view of the learners as responsible for discovering, constructing, and creating something new and the view of the teacher as a resource and facilitator (Bonwell and Eison, 1998).

In other words, when learning is active, students do most of the work. They use their brains, study ideas, solve problems, and apply what they learn. Active learning is a fun, supportive, and personally engaging. Often students are out of their seats, moving about and thinking aloud during active learning (Silberman, 1996).

Similarly, (Bonwell, 2003) states "an active learning is an approach that transforms students from passive to active learners". Further, according to Murphy (1993:12), it is a learner-centered approach aiming at what is done in the classroom as beneficial and appropriate as possible for the learner.

Hatfield (1997) contrasts active learning with memorizing as follows:

Real learning is not memorizing. Most of what we memorize is lost easily. Learning cannot be swallowed whole; to retain what has been taught, students must chew on it. Learning comes from exposure to different kinds of stimulation through the senses. When learning is active, the learner is seeking something to answer a question, information to solve a problem, or a way to do a job. What a student discusses with others enables him or her to acquire understanding and master learning (in MOE, 2004:79).

Furthermore, Hatfield (Ibid) states as:

Active learning is not only a set of activities, but also an attitude on the part of the teacher and the learner that makes learning effective. The purpose of active learning is to stimulate life time habits of thinking, to stimulate students to think about how as well as what they are learning and increasingly to take responsibility for their own learning.

Based on the concept or definitions given above, it is possible to say that active learning is a learner-centered approach.

## **2.2 Historical Background of Active Learning**

As language (second/ foreign) learning encompasses a number of complex entities because of its complex nature, different learning theories, teaching methods, and techniques have been formulated by different scholars, who were in search of a method that could promote language learning. Regarding this, Celce-Murcia (1991:3), says “The field of second (or foreign) language teaching has undergone many fluctuations and dramatic shifts over the years.” These fluctuations and shifts resulted in the emergence of new approaches, methods and techniques of teaching that played significant role in promoting language teaching and learning.

Gradually, lots of developments and improvements in the language pedagogy have emerged and there has been a constant change on the ways of building methods (Stern, 1983). This process has been affected by radical changes of

thoughts advanced in the fields of linguistics, psychology, and pedagogy as well, and resulted in dissatisfaction (Brown, 1980) for language teachers and theorists of language teaching.

Then more and more teachers and practitioners in the field sought alternative approaches and methods. There seemed to be no one method that emerged prominent (Ibid). As a result, scholars were forced to continue exploring and devising new (better) methods and techniques for language teaching/ learning.

Nowadays, scholars believe that students can learn best by 'doing'. To learn something well, it helps to hear it, see it, ask questions about it, and discuss it with others. Above all, students need to 'do it' –figure things out by themselves, come up with examples, try out skills, and do assignments that depend on the knowledge that they already have or must acquire (Silberman, 1996). In this regard, active learning is vital in promoting language learning effectively.

There have been three basic underlying theories of learning that laid the foundations for active learning. These, according to Glasgow and Seels (1998), are **behaviorism**, **cognitivism**, and **constructivism**.

Active learning has its roots in the change made on behavioral psychology. "For the behaviorists language was a series of stimulus-response mechanisms", (Kelly, 1969:304). In other words, this approach (behaviorism) "arose out of the ideas of early learning theorists who attempted to explain all learning in terms of some forms of conditioning," (Williams and Burden, 1997). In this approach emphasis was generally given to the teacher, the source of the stimulus. Later, however, B.F Skinner's reinforcement theory of learning has changed the earliest notions of reflexive learning into voluntary learning by establishing a new direction in behaviorist tradition. In line with this, citing Rivers, Venkateswaran (1995:54) has said, "The behaviorist felt that [language] learning takes place only if there is a stimulus, for every stimulus there might be

response. If the response is reinforced properly, then learning becomes a habit and if it is not reinforced, then the behavior is not likely to occur.” For Skinner, learning is an association or bond between a stimulus and response, and effective learning depends on how much this bond is strengthened through motivation, drill, and practice. The implication was the accompanied shift from teacher (stimulus) centered approaches to student-centered approaches.

The shift was further revolutionized when cognitive psychologists discovered new ways of thinking about human learning. In contrast to behaviorism, cognitive psychology is concerned with the way in which the human mind thinks and learns. Cognitive psychologists are, therefore, interested in the mental processes that are involved in learning. This includes such aspects as how people build up and draw upon their memories and the ways in which they become involved in the process of learning (Williams and Burden, 1997:13). In this approach, the learner is seen as an active participant in the learning process. In other words, emphasis is placed on active learning approaches to instructions.

The emphasis and attention given to active learning approach reaches its peak with the advent of constructivism. This view extends the meaning of [language] learning as follows:

Learning builds on and flows from experience no matter what external prompts to learning there might be the teacher, materials, interesting opportunities learning can only occur if the experience of the learner is engaged, (Boud, Cohen, and Walker, 1993:8).

Language learning considers the engagement or activity of students in meaningful experiences as its essence. The emphasis is on the learners’ own interpretation of the world of information and the goal of instruction is not to teach (transmit) information but to create situations so that students can interpret information for their own understanding. This approach encourages

creative thinking, discovery learning, and skills development and the transfer of skills and knowledge (MERA, 2005).

Furthermore, in contrast to more traditional views, which see learning as the accumulation of facts or the development of skills, Piaget (as cited in William and Burden, 1997:21) states as follows:

The main underlying assumption of constructivism is that individuals are actively involved right from birth in constructing personal meaning, that is, their own personal understanding, from their experiences. In other words, everyone makes their own sense of the world and the experiences that surround them. In this way the learner is brought into central focus in learning theory.

This view is more concerned with the process of learning than what is learned. It suggests that we 'come to know' things as a direct result of our personal experiences, but that we make sense of those experiences at different stages of our lives (Williams and Burden: Ibid). In other words, learning is essentially constructed by individuals rather than transmitted from one person to another.

William and Burden (Ibid) further state that we can see how important it is to take account of the learner as an individual actively involved in constructing meaning. When learners learn a new language, they are actively involved in making their own sense of the language input that surrounds them as well as the tasks presented to them.

Citing Collins et al (1994), MERA (2005:3) describes the environments of the constructivists' conception of [language] learning as

- Communication among students (discussion, argumentation, inquiry learning, brainstorming)
- Problem solving (a step-by-step approach to reaching solutions)

- Training (drill, rehearsal, practice, programmed instruction, homework, intelligent tutoring systems)
- Evaluative performance.

Active learning is thus a shift from teaching through memorizing or repeating of information to learning through discovery, analysis, evaluation, problem solving to create new knowledge and understanding.

### **2.3 Active Learning in the Ethiopian Context**

The curriculum reform initiated in 1994 in Ethiopia after the adoption of the new education and training policy has led to extensive changes in education. One of the changes is the paradigm shift in the model of teaching and learning which involves the shift from rote learning to active learning (Leu, 1998). This change has brought a major paradigm shift in our thinking about education in general and learning in particular.

To state it in a more precise way, the major changes in the curriculum reform include the shift from the traditional passive learning to the new model of participatory (active) learning. “The shift is from positivist epistemology to constructivist epistemology” (Leu, 1998). This involves a shift from learning through memorization and repeating information to learning through discovering, analyzing, problem solving, and evaluating to create understanding and new knowledge (Ibid).

Similarly, in the teacher education system, there have been continual changes in the curriculum and teacher’s profile (who are essentially agents for the change in the education system) since the new educational reform of 1994 in the country. Particularly, at present, the teacher education program is guided by the TESO (teacher education system overhaul) document (MOE, 2003). This

document states that rote and passive (or teacher-centered approach) learning has to be replaced with active learning that develops and inculcates higher order- thinking skills.

## **2.4 The Nature and Concept of Active Learning in Learning and Teaching English**

In the active learning situation, students are expected to take responsibilities for their own learning. They may assist the teacher in defining the goals of instruction and identifying specific contents or questions to be addressed. Students also play active roles in developing knowledge that is to be learned. Concerning this, (ICDR, 1999) has said that "... at any grade level, the learners must be very much involved in the process of instruction- the students are responsible for raising questions, producing hypotheses, gathering relevant data, organizing information and drawing conclusions." It further states that learners should discover things for themselves, through active learning and this instruction provides the experience for learners to develop the independent and critical learning skills necessary for problem solving. Stoller (1997) on his part holds that for optimal (Language) learning to occur; students need to exert a conscious effort to Learn. Teachers should activate the students' minds and involve them in problem solving and critical thinking. In short, for effective learning to take place students' active involvement is very vital.

Involving students actively in the learning process does have lots of benefits. Active involvement can expose learners to experience creative reflections through which the teacher probes their understanding to elicit answers for the questions he/she poses. This, in turn, can help students lay the foundations for their internal representation of the target language (Pica, 1994).

In the concepts of active learning, students do not learn much just by sitting in class listening to teachers, memorizing prepackaged language items and spitting

out answers. Language learning is active to the extent that the learner is an active partner throughout the activity, within the class and outside the classroom. In line with this, Paulson and Faust as cited in Starke (2006) state that active learning is anything that students do in a classroom other than merely passively listening to an instructor's lecture. This includes everything from listening practices which help the students to absorb what they hear, to short writing exercises in which students react to lecture material, to complex group exercises in which students apply course material to 'real-life' situations.

Silberman (1996) also asserts that when language learning is active, students perform most of the activities or the works, use their brains, analyze ideas, solve problems and apply in their daily life what they have learned. This undoubtedly helps the learner to acquire understanding and master learning.

So as to have effective language learning, students should be provided with different kinds of stimulation through the senses, which can make them seek answers or solutions of (a) problem (s) through interactions. This can be achieved through active involvement of the learners in the instruction. Regarding this, Celce-Mucia et al (1997), State that active involvement of students provides a better environment for second language than classrooms dominated by formal instruction.

In general, in active learning, the involvement and participation of the learners is mandatory. The learners are not passive recipients of knowledge. That is, they not only receive information from lectures and books, they also discuss, compare, rearrange, analyze ideas, draw conclusions and communicate. This helps the learners to internalize the language items presented, to completely/fully engage in the lesson using their affective and intellectual resources. This in turn helps them to interpolate the conceptual and linguistic contents to their prior knowledge and become competent and effective in their learning of the language (Tudor, 1993:22). Active learning also promotes

interaction, working collaboratively, etc. and these in turn promote language learning by creating a learning environment that fosters interaction.

## **2.5. The Significance of Active Learning in Teaching or Learning English**

Over 2400 years ago, Confucius declared:

*What I hear, I forget  
What I see, I remember  
What I do, I understand (Cited in Silberman, 1996:1)*

Silberman (Ibid) has modified and expanded the wisdom of Confucius into what he calls the 'Active Learning Credo':

*What I hear, I forget.  
What I hear and see, I remember a little.  
What I hear, see, and ask questions about or discuss with some one else, I begin to understand.  
What I hear, see, discuss, and do, I acquire knowledge and skill.  
What I teach to another, I master.*

These (above) statements speak volumes about the need for and significance of active learning. Active learning does have lots of benefits in helping language learners search for meaning, construct knowledge, explore and interact with the world. It helps learners use their brains to make sense of all the different things they discover and it is this process, which creates learning. Concerning this, Silberman (Ibid) says, "Active Learning brings together in one source a comprehensive collection of instructional strategies. It includes ways to get students active from the start through activities that build teamwork and immediately get them thinking about the subject matter."

Active learning has also an important role in supporting the different kinds of learners in the class since learners in a classroom may have different learning styles as visual, auditory and Kinesthetic (Ibid). Active learning can thus, address the different styles of the 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 (2004:71) states that “the more variety we use in our teaching methods, the better we are able to address the individual needs of the students we teach.”

In addition, active learning makes the learners construct meaning, often working in collaboration with other students. It tends to de-emphasize received knowledge of facts presented in teacher-centered formats such as the lecture and to emphasize active investigation and reflection (Bahru, 2006).

In the same way, ICDR (1999:65-66) states that one of the most important aspects of active learning is that the learning that goes on in the classroom is ‘active’. The reasons behind this are listed as follows:

- Teaching is effective only when students are learning.
- Learning is effective only when it is meaningful to students.
- Learning is meaningful only when students can use it, connect it to their lives, or actively participate in it.
- Memorizing facts and bits of knowledge alone is not effective learning.
- We damage young learners when we teach only by giving facts; we are preventing meaningful learning from taking place.
- Learning facts alone does not prepare students to understand their environment or function effectively in it; it doesn’t prepare them to understand and participate in a complex world.
- We must prepare students to solve problems and to use information from their environment and other sources to make a better life for themselves, their families and their communities.

- We must encourage students to learn facts, to investigate, to understand the world around them, to analyze, draw conclusion and communicate in other words, to think.

Furthermore, Hutchinson and Waters (1987), on their part, have described their rationale behind the active involvement of students in learning a language as follows:

- **Language learning is an active process:** Language processing activity, that is, the organization of information into a meaningful network of knowledge is internal and not observable. Therefore, ‘activity’ should not be judged in terms of how much learners say or write, but in terms of how much the learners have to think to use their cognitive capacities and knowledge of the world to make sense of the flow of new information.
- **Language Learning is a decision-making process:** the process of developing [Language Skills] and using a network of knowledge depends upon a train of learner’s decisions. “Learners must be decision-makers”.
- **Language learning is not the learners’ first experience with language:** every second (foreign) language learner is already communicatively competent in one language. Learners do not know the specific forms, words or possibly some of the concepts of the target language, but they know what communication is and how it is used. Therefore, learners’ knowledge of communication should be actively exploited in second (foreign) language learning by getting students to predict, before reading or Listening.
- **Language Learning is to a large extent incidental:** one can learn a language incidentally, while actually thinking about something else. The important point is that problems should force the learners to use the language and thereby fix the language into the matrix of knowledge in their minds.

To sum up, active learning has many and diversified uses for language learners. It involves providing opportunities for students to meaningfully talk and listen, write, read and reflect on the content, ideas, issues and concerns of the subject. This will make students to be competent in the language skills and to understand new concepts, which are applicable, long lasting and meaningful relating their knowledge to real-life situations.

## **2.6 Knowledge and Attitude on Active Learning**

For effective implementation of any new perspective, including active learning model, positive attitude on the issues and sound knowledge and skills in the area are very important. Particularly, the underlying ideas, concepts, merits and demerits of the new approach should be clearly understood by teachers, students, principals, parents, decision-makers and the community at large. In this review, the researcher stresses only on teachers and students.

### **2.6.1 Teachers' Knowledge and Attitude**

It is crucial that teachers have a thorough understanding of the nature and characteristic of the appropriate teaching/learning methods to be used in conjunction with curricular materials. Because, although to a certain extent, some decisions may be determined for teachers by official syllabuses, students' textbooks or teacher's guide, it is the teacher who is the ultimate implementer of the curricular materials (ICDR, 1999:60). But unfortunately, 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 over-crowded subject matter and thus pressurized by the limited time they have to teach. The belief persists that active learning takes too much time and thus covering the portion is difficult or impossible. Even they come to conclusion that active learning may be nice in

theory but unrealistic in practice. These all show that there have been, no enough and concrete perception about how to install active learning in classroom, which may lead to negative reactions (Capel et al., 1995: 229.30).

There may be many factors that contribute to low perception and negative attitude of teachers on application of active learning in the classroom, but few of them are the following:

**1. Inadequate Teachers' Training:** Temechegn (2002:40) explains that there is a strong need for training teachers in how to apply the active learning method in classrooms. He has stressed that even the theoretical background of active learning method is not yet clear to most Ethiopian teachers. He also pointed out that many of practicing teachers seem not to be able to meet the classroom requirements. They are either de-motivated or incompetent. Thus, if classroom learning is to be effective, teachers should be well trained and ready to assume the responsibility of teaching. They also require adequate knowledge in the subject areas they teach and the necessary training in the methodology (Hailom, 1998).

The other problem, according to Altam (in Hailom,1998), is that teaching is perceived by many teachers as a transmission process where the teacher transmits knowledge to students and the students receive it based on specified official syllabus. This notion implies that the effective teacher is the one who follows the syllabus and covers the portion as determined by the designers of the syllabus. Here, the basic misunderstanding is that it has wrongly been considered that the duty of teachers is teaching (transmitting) and that of the students is receiving which led to emphasis on content (knowledge) at the expense of procedural/process that results in meaningful learning.

**2. Teachers' Fear of Loosing Their Authority/Control:** many teachers feel that the students are allowed too much freedom and power in the new model of

active learning classroom with the subsequent undermining of teacher's authority (Plass, 1998). This discloses that before it becomes an accepted way of thinking, active learning approach is certainly difficult and frustrating. This hinders teachers not to prepare on them, to ask their students open-ended questions, help them to articulate, define modify their opinions or feel confident about their knowledge and experience.

**3. Teachers' Resistance to Change:** "...most often, resistance to change is natural, but in the application of active learning, perhaps, it is the greatest challenge", (Plass, 1998:316). These resistances may come from all corners; from the external pressure, the internal psychological drives, of teachers and teachers' perceptions about "who does what" in the classroom (Ibid). Furthermore, the old traditional way of teaching, in which they were taught, and the previous teachers they admired or hated may have their own contribution for this effect. To implement the new instructional approach, it requires a commitment to change. To make this effective, teachers need short term training, a forum, workshops, model projects, etc. as a means by which they can focus on the issue, discuss, debate, and investigate to articulate and modify their beliefs.

### **2.6.2 Students Knowledge and Attitude**

The new instructional model, active learning, intends to produce active and motivated learners who can cope with the demands of the modern world. Concerning this idea, however, Dary and Terry (1993) notice that unless learners consider the implications of the ideas for them in their own lives and decide to act, know and believe in new ways, they are likely to adopt a passive acquiescence to the teachers' knowledge structure. As a result of this, they may not have appropriate perception for active learning, which is a new approach. For example, they may look shy and uncooperative at the beginning of active learning activities because they have been accustomed to the traditional

instructional method where they are expected to listen attentively to and try to memorize what they have learned for the purpose of examination (Ibid). Thus, it is possible to suggest that active learning approach seeks the emancipation of learners from the old belief that has dominated methods of teaching over the last century.

## **2.7 The Implementation of Active Learning**

Active Learning is more effective and more easily adaptable to the elementary school level students than the higher ones. This is, according to Fern, Anstrom, and Silcox (1993), because children, in many cases, already practice many behaviors associated with the active learning model. However, for effective implementation of active learning to any level including elementary schools, teachers and students are very crucial agents. Both have different roles and responsibilities in promoting active learning. They are also expected to know what active learning is and develop positive attitude towards it; particularly teachers are expected to know the principles and techniques of teaching of active learning. Regarding this fact, Tudor (1993:24) has mentioned, “If language teaching is to be geared around students’ intentions and resources, then both the teacher and the students themselves need to understand what these intentions and resources are”.

### **2.7.1 Principles and Techniques of Active Learning**

In order to be effective in teaching English Language, teachers need to know principles and use different active learning techniques. Certain principles and techniques have proven to be highly effective when implemented in the active learning classrooms.

### **2.7.1.1 Active Learning Principles**

There are some basic principles, which are useful for increasing students' participation in the learning teaching process.

Angelo (1993), as cited in MOE (2004:85-86) has stated fourteen general research based principles for improving higher learning.

1. Active Learning is more effective than passive learning. Active learning occurs when students invest energy in activities to make learning meaningful. Students might explain concepts of others or paraphrase the concept for different audiences.
2. Learning requires focused attention and awareness of the importance of what is to be learned. One of the most difficult tasks for learners, particularly in a new subject, is to sort out what to pay attention to. They cannot tell what the essentials are. You can help students by giving them guidance, such as the objectives or key points. Ask students to identify what they think are the key points at the end of a class.
3. Learning is more effective and efficient when learning has explicit, reasonable, positive goals and when their goals fit well with the teacher's goals. Learners achieve best when they are clear what is expected of them. Ask students to identify their own learning goals and compare with yours.
4. To be remembered, new information must be meaningfully connected to prior knowledge and it must be remembered to be learned. If students can make meaningful connection between what they already know and what is new, they will remember better and be able to use new information.
5. Unlearning what is already known is often more difficult than learning new information. Misconceptions are a real barrier to new learning; check what students 'know' by asking diagnostic questions.
6. Information organized in personally meaningful ways is more likely to be retained, learned and used. Students learn in different ways. Introduce

them to different methods of recording and learning information—diagrams and pictures as well as prose. Help them relate their knowledge to ‘real-life’ situations.

7. Learners need feedback on their learning, early and often, to learn well; to become independent, they need to learn how to give themselves feedback. Regular feedback helps students make progress; positive feedback is a good motivator and creates a positive interaction between teacher and student.
8. The ways in which learners are assessed and evaluated powerfully affects the ways they study and learn. Ensure that students are aware of how they will be assessed. Make sure that assessments are designed to assess the kinds of knowledge, skills and attitudes you want to promote.
9. Mastering a skill or body of knowledge takes time and effort. Students need to be aware that mastery of a subject takes time and effort. It cannot be achieved simply by attending class. They need to be good time managers and use and control their time effectively.
10. Learning to transfer, to apply previous knowledge and skills to new contexts, requires practice. If you think this is valuable, then you need to make this explicit and not expect students to be able to recognize where the transfer of knowledge/skills/attitudes immediately. Direct students attention between the general and the specific. Challenge students to develop their own examples.
11. High expectations encourage high achievement. Students achieve more when working with teachers with high expectations. Find out what expectation students have of themselves; make your expectation.
12. To be most effective teachers need to balance levels of intellectual challenge and instructional support. Provide ‘Scaffolding’ to help your students build knowledge with confidence. Different students will require different amounts of scaffolding. Use more able students to help others.
13. Motivation to learn is alterable; the task, the environment, the teacher and the learner can affect it. Make sure students understand the relevance

and value of what you are teaching. Encourage them and give them confidence.

14. Interaction between teachers and Learners is one of the most powerful factors in promoting learning; interaction between learners is another. If students believe that teachers care about them, they are more likely to want to work hard and be successful. Learning names and acknowledging individuals is a good start. Working together on tasks that can be completed more effectively in a group encourages positive interaction and mutual support.

In addition, Bonwell (1991) suggests some principles, which can enhance students' participation in the learning process. Some of which are the following ones:

- The physical environment of the classroom-it reflects the active learning process: furniture should be made in flexible, moveable arrangements; the learning centers or small group discussion areas should be comfortable, with predictable structures.
- The active learning classroom promotes a variety of interactive structures including, but not limited to, whole-group teacher-directed instruction. A range of groupings such as small group works one-on-one instruction with teacher.
- Approaches for making content instruction more comprehensible include: Cooperative learning: the use of manipulative; visual organizers and other extra-Linguistic support; avoiding idioms, unless explained to the students; one-on-one conferencing; availability and use of support materials in the students' nature language. The use of dialogue journals; and content that is relevant and meaningful to students. Activities and assessments should be compatible with each student's English level.

### **2.7.1.2 Techniques of Active Learning**

Language teaching is only an aid to language learning, and that language is first and foremost communication. Those techniques and activities, thus, which mean students can use the language, and communicate better and involve students' active participation, are to be encouraged. Active learning techniques are activities, which the teacher incorporates into the classroom to foster active learning. These can make the learner to be actively involved in different learning techniques. There is a wide range of techniques for active learning in teaching English. The major ones are explained below.

**1. Brainstorming:** brainstorming is a superior technique for generating ideas. It encourages students to come up with a lot of ideas in a short time. It allows a free flow of ideas and thoughts on a particular topic or concept. And helps the teacher to find out what the students know and adapt his/her lesson (s) to their prior knowledge and understanding. In using brainstorming one needs to be aware of the following rules: "ideas should be the first thing you think of; all ideas are accepted and no criticism is allowed; building on (or expanding on) other ideas are allowed and there is a time limit of ten minutes. (USAID, 2006:5)

**2. Group work:** It is part of collaborative strategies of teaching/learning. It is one of the best ways of encouraging active learning by giving a question to be worked, go around the room answering questions, asking further questions, keeping the groups on task and so forth. As to this, Nelson (1984:5) mentioned, "it gives students space and time to learn, to solve a problem, and to make their choices. Because of student' diverse knowledge or English skills, they can help each other when working together".

In this technique the students are expected to mark what they like and don't understand from the start and discuss, then mark problems with grammar, usage, punctuation, spelling, or format and discuss corrections and finally proofread the final draft. Each group should have a chairperson who sees that

every one talks, all questions are solved and consensus is reached (Clarke and Silberstein (1979), as Cited in Nelson, (1984).

**3. Concept Mapping:** a concept map is a way of illustrating the connections that exist between terms or concepts covered in course material. Developing a concept map requires the students to identify and organize information and to establish meaningful relationships between the pieces of information. In line with this MOE (2004:114) says that “concept mapping is a way of linking together key ideas and concepts; it can be used to help write a definition, organize ideas from a brainstorm, introduce a new teaching topic, and revise and refine ideas.”

**4. Cooperative Learning:** Cooperative Learning, according to Johnson (1992) as cited in MOE (204:94), is the use of small groups where students work together to maximize their own and each other’s learning. Research demonstrates that cooperative learning produces higher achievement, more positive relationships among students and healthier psychological adjustment than competition or individual experience. There is a difference between ‘putting students into groups’ and in structuring cooperative learning. It is not having students sit together to talk as they do an assignment; it is not assigning a report to a group where one student does all the work and the others add their names to the final report; it is not having students do a task where the stronger ones help the slower ones when they have finished. To be cooperative a group must have clear positive interdependence; members of the groups promote each other’s learning and success face to face, hold each other personally and individually accountable for his or her fair share of work.

**5. Inquiry Learning:** -this technique places a greatly 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 or event. This natural curiosity is exploited to motivate learners and encourage love of learning.

**6. Discovery Learning:** - discovery learning is another technique of active learning. Bruner (1966) who is a well known advocate of discovery learning said that instead of just memorizing certain facts, we discover them for ourselves, we will be interested in the information and it will stay with us always, and most importantly we will know how to learn more information. “We will learn how to learn.” To be successful in using discovery learning, lessons must be structured so that students can actively use their cognitive abilities to learn new materials and use inductive reasoning. In this process the students will be given many examples and then formulate an overall rule or principle, i.e., the students discover the principle behind the examples given inductively with guidance given by their teacher. In this technique, the teacher need not answer or solve all the questions and problems, instead, assists or shows how they can answer the questions or solve the problems.

**7. Problem Solving:** this technique, according to Newell and Simon (1972), as cited in ICDR (1999:81), is defined as “a process of producing or closing a perceived problem gap. When a solution is proposed, its effect on reducing the gap can be evaluated and adjustments made accordingly. This particular process is known as means-ends analysis”. This entails that problem solving is a good means in filling the gap between the current knowledge of the learners and the desired objective to be achieved in the class. That is, the knowledge and the skills they are expected to acquire.

**8. Panel Discussion:** as a technique of teaching English actively, students are asked to give class presentations or reports as a way of including the entire class in the presentation. Each panelist is then expected to make a very short

presentation before the floor is opened questions from “the audience” (Tola, 2006). This encourages learners to express their views and other learner’s point of view, because it brings different ideas or knowledge about a topic and helps to consolidate learners’ understanding and critical thinking.

**9. Role-Play:** in this technique, students are asked to “act out” a part. Tola (2006) has said, it is all an unrehearsed dramatization, which involves presenting a small spontaneous play that describes possible real-life situations. In role-play, the students rely on information in the classroom and real-life. In doing so, they get a better idea of the concepts and develop their skills.

Heinich, et al (1996) says, it helps to clarify attitudes and concepts to deepen understanding of social situation, to prepare for real situation and also to practice leadership.

**10. Discussion:** it is one of the important techniques that make students learn the language being active. It can be organized by groups or for the whole class. To be effective, it needs to be managed and organized well (ICDR, 1999). Students can be organized into small groups so that they may have a discussion about a topic or issues. In this way they have the opportunity to discuss their ideas and learn from each other while at the same time developing their listening and interpersonal skills. Discussion can easily be combined with other techniques such as “questions and answers” or “Critical Thinking” Motivates like Puzzles, Paradoxes, Quizzes, etc. (Tola, 2006).

**11. Peer teaching:** it 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).

**12. Project Work:** is a natural, life like learning activity involving the investigation and solving of problems by individuals or a group of students. It can bring aspects and dimensions of life that the textbooks don't (Dewey, 1949).

One of the different kinds of activities used at classroom level is that the teacher can talk to the students about newspapers, magazines, etc. and get them to do some treading. Also get them to look at magazines to see what they contain and how they are organized (Byrne, 1987).

**13. Questions and Answers:-**This technique, according to Silberman (1996), is mostly used as a way of prodding students and instantly testing comprehension. There are some simple ways of questioning techniques, which increase student involvement and comprehension. Among which, for example, the 'Socratic Method' can frequently be used. "This technique in its original format involved instructors 'testing' student knowledge (of reading assignments, lectures, or perhaps applications of course material to a wider context) by asking questions during a course of a lecture"(Ibid).

This technique may be used as that the instructor chooses a particular student, presents him/her with a question, and expects an answer forthwith; if the chosen student cannot answer the question presented, the instructor chooses another (and another) until the desired answer is received.

**14. Exercises for individual students:-**According to an online source (<http://www.Calstatela.Edu/dept/chem./chem2/Active/>) because these techniques are aimed at individual students, they can very easily be used without interrupting the flow of the class. These exercises are also particularly useful in providing the instructor with feedback concerning student understanding and retention of material.

Among several techniques of designing exercises for individual students, the following ones are examples:

- **The one-minute paper:** - this is a highly effective technique for checking student progress. Ask student to take out a blank sheet of paper, pose a question, and give them one (or perhaps two but not many more) minutes to respond.
- **Muddiest (or clearest) point:** - ask (at the end of a class period or at a natural break in the presentation) about the main points of the day's topic or lecture.
- **Affective response:** -here, ask students to report their reactions to some facet of the course material- i.e. to provide an emotional or evaluative response to the material.
- **Daily journal:** -this combines the advantages of the above three techniques, and allows for more in-depth discussion of or reaction to course material.

**15. Critical thinking motivators:**-the main aim of this technique, according to an online source (<http://www.calstatela.edu/dept/chem./chem2/Active/>), is to enable students to generate idea before any theory (or topic to be learned). One of the most useful critical thinking motivators is using puzzles/ paradoxes. This technique can be applied in the way that students can be presented with a paradox or a puzzle involving the concept(s) at issue, and they struggle towards a solution probably intuitively. This may increase the likelihood that students will be able to critically assess theories when they are presented later.

**16. Jigsaw group project:**-In this technique, each member of a group is asked to complete some discrete part of an assignment; when every member has completed his assigned task, the pieces can be joined together to form a finished project. In other words, it is a form of teaching or learning in which different students cover different areas of a topic; they later pool their knowledge (Wallace, 1991:45).

**17. Debates:-**It 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 (format) is particularly useful in developing argumentation skills (in addition to teaching content)(Wallace: Ibid).

**18. Games:-**It is 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 and so help them develop their speaking skill as well as decision making and role-playing simulations (Wallace: Ibid).

**19. Fish bowl:** -in this technique students are given index cards, and asked to write down one question concerning the course material. They should be directed to ask questions of clarification regarding the previous lesson which they do not fully understand. At the end of the class period (or at the beginning of the next class), students deposit their questions in a fish bowl. The teacher then draws several questions out of the bowl and answers them for the class or asks the class to answer them (from: [http://www. Calstatela. Edu/dept/chem./chem2/Active/](http://www.Calstatela.Edu/dept/chem./chem2/Active/)).

**20. Lecture:-**“It is a system of teaching where a tutor talks to the students for an extended period of time (usually between 45 minutes and one hour)”(Wallace, 1991:45). Although it has some disadvantages, for example, a drop in attention after fifteen or twenty minutes of an hour-time lecture, and lack of feedback, it is possible to overcome the problems in various ways. The lecturer may vary the pace, for example, by getting the students sometimes to listen only and at other times to take notes. One of the most useful techniques, which can also be used to overcome the problem of lack of feedback, is to introduce some interactive activities, for example, ‘buzz group’ (Wallace: Ibid).

## **2.7.2. The Role of the Teacher**

The ultimate test of “a good lesson” is not how the teacher performed but whether the students learned. The most important role of the teacher, in promoting active learning, is that of catalyst-he/she helps, guides and facilitates to make things happen; the purpose is activating the students (Lewis and Hill, 1985).

Different authors describe the roles of the teacher in promoting active learning. Nelson (1984:5) for instance, states the following roles of teachers:

It used to be popular to say, “A good teacher is a good actor.” It may be more appropriate to say, “A good teacher is a good director.” A teacher sets up the situation, gives the direction to the students, answers questions when asked, and lets the students learn. His/her success is measured by how well the students perform.

Tudor (1993:27-29) has also stated that the teacher is ultimately responsible for ensuring that effective learning takes place. Thus, the teacher should assess for how much students understand the lesson and as language teaching is “a complex social and cultural activity” he/she is expected to understand students within their social cultural context. So as to do this, he/she needs to ask the following questions:

1. How much are my students motivated?
2. How mature are my students?
3. What are my students’ cultural attitudes to language study and to the roles of teachers and learners?
4. Are there any external constraints that place limits on learner directions?

Moreover, the same scholar further elaborates the roles of the teacher as “counselor of Learning.” As counselor of learning the teacher is expected to be equipped with the following three basic skills:

- **Personal Skills:** Evaluating students' potential and negotiating their involvement in a sensitive manner calls for an array of human and interpersonal skills. Maturity and human intuition are key qualities.
- **Educational skills:** the teacher has to develop student's awareness and shape, their ability to make the most of their knowledge and experience. Language teaching thus, becomes an educational endeavor for more than a matter of skills training.
- **Course Planning Skills:** being open to student input and participation can make advance planning more difficult, and requires the teacher to live with more uncertainty than is usual in traditional approaches. Furthermore, coordinating, good setting and choice of methodology assume a solid familiarity with course design and with the various methodological options available.

Similarly, Starke (2006) emphasizing teachers roles as counselors, in "creating report, encouraging participation, facilitating discussion, getting students to talk and argue with each other, etc."

Furthermore, Zehler (1994), Suggests that the teacher's input as a facilitator and guide to students should be carried out in a variety of ways, such as:

- Creating a relaxed and enjoyable atmosphere in the classroom;
- Asking open-ended questions that invite comparison and contrast, and prompt students to integrate what they have observed, draw conclusions, or state hypothesis;
- Structuring Learning activities that require students to work cooperatively and modeling the different group members' roles;
- Encouraging students to discuss concepts they are learning, to share their thoughts, and to express further questions that they would like to tackle;
- Making clear what students are to and achieve;

- Establishing Long-term dialogues with students about the work they are doing, either in regular teacher/student conferences or dialogue journals; and
- Setting up opportunities for students to demonstrate or exhibit their work to other classes in the school as a means of prompting further dialogue outside of the classroom.
- Encourage students to raise their expectations of themselves.

To sum up, in promoting active learning in teaching the English language, the teacher is expected to carry out various roles. The basic ones, however, are as director, motivator, facilitator, model (in giving examples), guide and counselor in the teaching/Learning process.

### **2.7.3. The Role of the Students**

In promoting active learning students need to carry out different roles and responsibilities. While learning they are expected to have a more active and participatory role than is usually in traditional approaches. So as to be active and participatory in the teaching/Learning process, as (Tudor, 1993) they are expected to be aware of: themselves as **language learners**, that is, their motivation to learn the language, the amount of effort they are willing to perform tasks and their attitudes both to the language and the learning process; **learning goals**, that is, they need to know their purpose of Learning the language; **Learning Options**, that is, the different Learning strategies, resources utilization and the roles of various tasks in promoting language learning and **target Language**, that is, the form and function of the target language. Their awareness of these points can help them actively participate in the lesson (s) presented and develop their knowledge of the target language.

The other important points to be met by the students so as to be effective in

learning English through active learning are mentioned by Passigna (2003). The author says that learning is most successful when it meets the following conditions:

- The first condition is positive interdependence; students should feel that they need each other in order to complete the group's task, that they "sink or swim" together. This can be encouraged by establishing mutual learning goals, shared materials and information and assigned roles (summarizer, encourager of participation, elaborator, facilitator...).
- The second one is individual accountability for self and others; every student needs to learn the material and understand the assignment. They then should appropriately support and help each other.
- The third condition is use of effective interpersonal skills; they need to use social skills to collaborate effectively with others. These include leadership, trust, and problem solving skills, decision-making skills, and the motivation to use these skills to function effectively either individually or in groups.

Moreover, Silberman (1996) states the role of learners that are expected to be performed in the teaching/Learning process of an active learning classroom. The following, according to the scholar, are the roles of the students that need to be performed in the classroom: Shares his/her prior experiences; distinguishes between objectives makes inner speech; take initiative; make choice and decisions about activities they will engage in; participate in Learning activities of their choice; perform activity based learning; a use teacher's information or feedback to improve their work; and reflect on heir learning, the process of learning, problems, etc. These are some of the roles and responsibilities of students in classroom so as to learn the language effectively.

Generally, to learn the language effectively, the students should perform their roles appropriately. They need to recognize their potential to contribute

meaningfully to the shaping of their learning program, and they should have the willingness to accommodate this potential in learning the language. They also need to be actively engaged in learning either individually or in group in order to understand what they are expected to know.

#### **2.7.4 Stages in the Teaching/Learning of Active Learning**

According to Silberman (1996), in implementing active learning at classroom level, there are five stages in which the teacher and students involve in the process of teaching /learning:

##### **Stage 1 Engagement (getting students active from the start)**

This stage contains icebreakers and other opening activities. One or more of the following activities can be done at this stage:

- Creating initial interest in the subject matter.
- Encouraging students for linking the present learning with the previous.
- Learning about students' attitudes, knowledge and experience

##### **Stage 2 Exploration (helping students acquire knowledge, skills, and attitudes)**

This section contains instructional techniques that can be used when the students are at the heart of their lesson. A wide range of alternatives are provided, all of which gently push students to think, feel, and apply (with appropriate time given to each of them). They include:

- Discussion-dialogue, debate of key issues
- Question promoting-asking students to express their understanding; students themselves request for clarification
- Peer teaching-instruction led by students
- Activities that help students to examine their feelings, values, and attitudes

- Learning and practicing-giving time for writing, (constructing) thoughts, etc.

### **Stage 3 Transformation (making learning unforgettable)**

This stage contains ways to conclude on what has been learned and considers how to apply it in future:

- Reviewing- recalling and summarizing what has been learned ( by both teachers and students)
- Self assessment-evaluating changes in knowledge, skills or attitudes
- Monitoring/supervising students' understanding
- Future planning-determining how the student will continue the learning after the class is over

### **Stage 4 Presentations:**

- Activities on skill development practice
- Students demonstrate, narrate, tell, recite, play, perform, report, summarize paraphrase, solve problems, etc.
- The teacher values work produced, encourages audience feedback, evaluates products of students in terms of unit goals, etc.

### **Stage 5 Reflections:**

- Students reflect on their learning, the process of learning problems, tell what they may need to do
- The teacher uses verbal praises for students achievements, relate students' activities with the curriculum, outlines/ reflects on his/her next planning.

### **2.7.5. Barriers in the Implementation of Active Learning**

Certain specific obstacles are associated with the use of active learning in teaching English. It includes limited class time; a possible increase in preparation time; the potential difficulty of using active learning in large classes; and a lack of needed materials, equipment, or resources. Emphasizing this point, Bonwell (1991:3) has mentioned six commonly stated obstacles to use active learning techniques as follows:

1. You cannot cover as much course content in the time available;
2. Devising active learning strategies takes too much pre-class preparation;
3. Large class sizes prevent implementation of active learning techniques;
4. Most instructors think of themselves as being good lecturers.
5. There is a lack of materials or equipment needed to support active learning techniques; and
6. Students resist non-lecture approaches.

In addition to these points, Silberman (1996) says that “teachers tend to teach the way they have been taught, and the chalk talk model is what we all grew up on.” Similarly, Starke (2006) pointed out the following points that are thought to be hindrances to the use of active learning in teaching English from the point of view of teachers:

- If I spend time in class on active learning techniques, I will never get through the syllabus.
- If I do not lecture, I will lose control of the class.
- If I assign homework, presentation, or projects to groups, some students will “hitchhike,” getting credit for work in which they did not actively participate.

Furthermore, according to Silberman (Ibid), perhaps the biggest reason why active learning is not the hallmark of schools for older children is that there has not been enough concrete experience (knowledge) about how to install it in any classroom, and lack of appropriate texts to incorporate the main active learning techniques.

Each barrier or obstacle, however, can successfully be overcome through careful and thoughtful planning. Concerning this, Bonwell (1991) has reported points to be noted with respect to the above-mentioned six obstacles.

1. Active learning techniques reduce lecture time that can be devoted to content coverage.
2. Active learning will not necessarily take any more time than that needed to create thorough and thoughtful new lectures.
3. Large classes can be divided into small groups for discussion activities, writing assignments can be read and critiqued by students instead of the instructor.
4. Teaching does not equal learning.
5. Lack of materials can be a barrier to the use of some active learning but certainly not at all. For example, asking students to summarize in writing the material they have read or to form pairs to evaluate statements or assertions does not require any equipment.
6. With explicit instruction in how to actively participate and learn in less-traditional modes, students soon come to favor the new approaches.

Generally, in teaching English active Learning techniques may have a positive impact upon students' learning. This section clearly shows us that avoiding the barriers; English language teachers can use different active learning techniques so as to help their students learn effectively.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

In this chapter, the sampling techniques for the source of data, and research instruments used for this study will be shown.

#### **3.1 Populations and Sampling**

From among twelve elementary (2<sup>nd</sup> cycle) schools in Gondar town, five schools were selected randomly as sample for this study. Randomization was applied to avoid bias as well as to check whether the outcomes of the research could be applicable in different setting or not. And the reason Gondar was selected is that because it is one of the areas where the researcher was able to perceive the problem initially.

All the subjects of this study were English teachers who were teaching from grade five to eight (2<sup>nd</sup> cycle), and grade eight students. The reason grade eight students were selected was (as the researcher believes) that students at this grade might be more advanced and experienced to give relevant information as compared to lower grades. All (28) English teachers from stated schools and 254 students were made to fill the questionnaire. Students with high performance in English language were selected by their subject teachers from each section of each school. Here, the reason of selecting clever students was also to get more valid data. All teachers and all students returned the questionnaire.

In order to conduct classroom observation, ten teachers who were teaching grade eight were selected. The selection was based on the grade level (or being more advanced)

Regarding the interview conducted, five teachers who were observed also interviewed.

## **3.2 Instruments of Data Collection**

In order to assess the implementation of active learning, in the upper primary schools in Gondar, the data for the study were collected using three types of instruments: questionnaire, classroom observation, and interview.

### **3.2.1 Questionnaire**

Two sets of questionnaire (one set for the teachers and the other for students) were designed and administered. The questionnaire was adapted from Amenu (2005) based on the review of related literature covered in this paper.

The teachers' questionnaire had five parts. The first part was intended to gather general and personal information about the teachers. The second section contained five items intended to assess teachers' knowledge and experience on active learning. The third one had five questions related to teachers' attitude towards active learning and was measured using scales by supplying five alternatives: "Strongly agree", "Agree", "Undecided", "Disagree", and "Strongly disagree". The fourth section had 20 items that showed the kinds of techniques that teachers use and how often EFL teachers practice in implementing active learning. These items were measured using interval scales, that is, "Always", "Often", "Sometimes", "Rarely", and "Not at all". The last part of the teachers' questionnaire was prepared to find out factors that may affect the implementation of active learning in teaching English. The Likert scale was used.

Students' questionnaire was also used to get information concerning the following:

- Their opinions and perceptions about active learning
- The list of techniques that are employed in English lessons

- Factors that may affect the implementation of active learning in learning and teaching of English language

To find out all these data, the questionnaire was made to include three parts. The first section contained five items about their opinions and perceptions on active learning in learning English. These items were measured by using interval scales: “Strongly agree”, “Agree”, “Undecided”, “Disagree”, and “Strongly disagree”. The second one that presented 17 items showed kind of techniques they often practice in English classes. These items were measured using interval scales: “Always”, “Often”, “Sometimes”, “Rarely”, and “Not at all”. Moreover, the third (last) part of the students’ questionnaire that contained items about factors that may affect the implementation of active learning in learning English was measured using interval scales: “Strongly agree”, “Agree”, “Undecided”, “Disagree”, and “Strongly disagree”.

All students in all schools filled the questionnaire in the presence of the researcher explaining some technical terms and concepts to them.

In general, 254 students and 28 teachers participated in filling the questionnaire.

### **3.2.2 Classroom Observation**

Since the study focuses on the implementation of active learning in teaching English language, classroom observation was also used as an instrument of data collection. As a result, every effort was made to devise a systematic mechanism that would enable the researcher to gather the information relevant to and adequate for the study. To this end, the checklist that can provide relevant data about the teaching/learning activities, the methods or procedures used by the teachers, classroom organizations, and the roles of students in learning the language was designed. In this regard, the observation checklist

that contained the stated variables was adapted from Silberman (1996) Frame of Analysis of Active Learning based on the literature review covered.

Among 28 English teachers who were teaching English language (from grade five to eight), 10 teachers who (at the time) were teaching grade eight were observed. The results from the observation were discussed in light of their relevance to the aim of the research.

### **3.2.3 Interview**

The other instrument used in this study was interview, designed to get further information, which could validate the response revealed through the questionnaire and classroom observation. Five teachers (among the observed ones) were involved in the interview.

The questions asked were based on the background of the questionnaire designed. To get more accurate and honest response, the interviewer explained and clarified both the purpose of the research and individual questions.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter highlights the following four basic areas of focus in implementing active learning in teaching/learning English. These are:

- Teachers' knowledge and experience on active learning
- Teachers' and learners' attitude towards active learning in learning/teaching English
- The implementation of active learning in the classroom
- Factors that may affect the implementation of active learning in learning /teaching English

Under these headings, the data gathered by means of the three instruments (questionnaire, classroom observation, and interview) were presented and discussed after grouping/categorizing them according to their relationships and relevance to the point of discussion.

Regarding the data gathered by using questionnaire, those questions that were measured by using scales by supplying five alternatives were merged into three alternatives, that is, "Always", "Often", "Sometimes", "Rarely", and "not at all" were merged into "Always", "Sometimes", and "not at all". In the same way, "Strongly agree" "Agree", "Undecided", "Disagree", and "Strongly disagree" were changed into "Agree", "Disagree", and "Undecided".

**Table 1 Teachers' Background**

Respondents teachers (T)	Sex	Age	Qualification	Teaching experience	Teaching load per week
T1	M	47	12+2(diploma)	30	24
T2	F	45	"	25	22
T3	M	54	"	33	24
T4	M	50	"	30	24
T5	F	52	"	32	24
T6	M	50	"	30	26
T7	M	54	"	32	20
T8	M	52	"	27	25
T9	F	57	"	37	18
T10	F	47	"	28	25
T11	F	50	"	28	25
T12	M	51	"	31	24
T13	M	51	"	30	24
T14	F	52	"	32	18
T15	F	51	"	31	24
T16	M	48	"	30	23
T17	F	45	"	28	24
T18	M	38	"	13	25
T19	M	50	"	30	28
T20	F	48	"	28	24
T21	M	50	"	30	24
T22	M	49	"	22	28
T23	F	43	"	22	22
T24	F	46	"	25	28
T25	M	47	"	27	28
T26	M	50	"	30	27
T27	M	53	"	33	27
T28	M	45	"	25	18

As seen in the table, the number of male and female teachers is almost balanced (17 males and 11 females). This may serve as a role model for both male and female students so as to make them motivated in learning the language.

Regarding their age and teaching experience, all (100%) of them are 38 and above in age and the majority (90%) of them had 25 and above teaching experience. This might be interpreted into two ways: in one way, teachers who have long years of experience are supposed to have developed better skills in teaching the language. On the other hand, they might tend to stick to the traditional method and so resist implementing active learning, which is a new approach.

All (100%) teachers were 12+2 (diploma). This means all of them had taken their courses with the old curriculum (or before the 10+3 program). Moreover, most of the teachers had 24 and above periods (loads) per week.

## 4.2 Teachers' Knowledge and Experience on Active Learning

The following section presents response of teachers to the items, which were designed to assess their knowledge and experience on active learning.

**Table 2 Teachers' Knowledge and Experience on Active Learning**

No	Items	Responses	
		f	%
1	Have you got in-service trainings (workshops, seminars, etc.) on the application of instructional methods like active learning in teaching English?		
	a) Yes	26	92.9
	b) No	-	-
	c) Uncertain	2	7.1
2	If your answer to question no 1 is 'yes', how is your level of understanding /knowledge on this instructional method?		
	a) High	6	21.4
	b) Moderate	22	78.6
	c) Low	-	-
	d) No contribution at all	-	-
3	Have you got any training on active learning and its implementation in teaching English?		
	a) Yes	26	92.9
	b) No	-	-

	c) Uncertain	2	7.1
4	If your response to no 3 is 'yes', how do you rate the contribution of the training?		
	a) Adequate	9	32.1
	b) Moderate	19	67.9
	c) Low	-	-
	d) No contribution at all	-	-
5	How often do you apply active learning techniques in teaching English?		
	a) Always	22	78.6
	b) Sometimes	6	21.4
	c) Not at all	-	-

As can be observed from the table, most teachers (92.9%) confirmed that they got training related with active learning. The majority (67% and above) of them also said that the training had moderate contributions in the learning/ teaching of the language.

Furthermore, most of the teachers (78.6%) reported that they always employ, and others (21.4%) **sometimes** employ active learning techniques.

### **4.3 Teachers' and Students' Attitude towards Active Learning in Teaching English**

The items in this section were designed to measure the attitude of teachers and students towards active learning.

**Table 3 Teachers' Attitude towards Active Learning in Teaching English**

No	Items	Agree		Disagree		Undecided	
		F	%	F	%	F	%
1	Active learning is effective in teaching English	27	96.4	1	3.6	-	-
2	Active learning enhances students' level of understanding and involves them in problem solving	28	100	-	-	-	-

3	Active learning helps learners use their brains to make sense of all the different things they discover and it is this process which creates learning	27	96.4	-	-	1	3.6
4	Active learning creates the opportunities to share experiences and encourages friendship among students.	27	96.4	-	-	1	3.6
5	Active learning enhances active involvement of students instead of passive listening	27	96.4	-	-	1	3.6
6	Active learning can help to address the different learners (learners with different learning styles)	27	96.4	-	-	1	3.6
7	Active learning enhances self-confidence and independent learning of students.	27	96.4	-	-	1	3.6
8	Active learning decreases work load of teachers and students and saves time	16	57.1	12	42.9	-	-
9	Active learning decreases frustration, shyness or timid behavior of students	24	85.7	4	14.3	-	-

As can be observed from the table, all teachers (100%) agreed on the idea that active learning enhances students' level of understanding and involves them in problem solving. All, but one, (96.4%) of the teachers agreed on the following ideas:

- Active learning is effective to be employed in teaching English;
- It helps learners use their brains to make sense of all the different things they discover and it is this process, which creates learning.
- It creates opportunities to share experience and encourages friendship among students;
- It enhances active involvement of students instead of passive listening and enhances self-confidence as well as independent learning of students, and
- It can help to address the different learners (learners with different learning styles).

(57.1%) of the respondents agreed on the 8<sup>th</sup> item (active learning decreases the work load of teachers and students and saves time), but the rest (42.9%) of them disagreed to it. Furthermore, the majority (85.7%) of the respondents agreed with the idea that active learning decreases frustration, shyness, or timid behavior of students; others (14.3%) disagreed to it.

Generally, the above information manifests that teachers do have a positive inclination towards the implementation of active learning in teaching English.

**Table 4 Students' Attitude towards Active Learning in Learning English**

No	Items	Agree		Disagree		Undecided	
		F	%	F	%	F	%
1	Active learning enhances your level of understanding and involves you in problem solving	225	88.6	16	6.3	13	5.1
2	Active learning creates opportunities to share experiences and learning strategies as well as friendship among you	225	88.6	12	4.7	17	6.7
3	Active learning decreases workload for you and your teachers and saves time.	173	68.1	49	19.3	32	12.6
4	Active learning decreases frustration, shyness or timidness while learning English and also helps you to improve your speaking abilities in English	222	87.4	23	9.1	9	3.5
5	Active learning enhances your active involvement in learning English (helps you to become active participant in English classes	216	85	20	7.9	18	7.1

As the table shows, the majority of the respondents (88.6%) agreed that active learning enhances their level of understanding and involves them in problem solving. Few of them (6.3%) disagreed with the issue raised. The rest (5.1%) of the respondents were undecided.

Similarly, large number (88.6%) of the respondents agreed on the item that says

active learning creates the opportunity to share experience and encourages friendship among them. Whereas a negligible number of students (4.7%) disagreed with the idea and 6.7% of them were uncertain.

Concerning the 3<sup>rd</sup> item, i.e. active learning decreases work load of the students and teachers, 68.1% agreed, but 19.3% did not support the idea. Only the remaining (12.6%) of the respondents did not decide.

With respect to item 4, active learning decreases frustration (87.4%) and item 5, active learning enhances active involvement (85%) of the respondents have responded positively. On the other hand, (9.1%) for item 4, and (7.9%) for item 5, disagreed and the rest were uncertain about the items.

#### **4.4 Items Related to the Practice of Different Instructional Methods in Teaching English**

The items under this section were designed to elicit teachers and students reactions on how often the different techniques are being employed in learning/teaching English.

**Table 5 Teachers' Response on the Lists of Different Techniques of Teaching that are Employed in English Lessons**

No	Items	Always		Sometimes		Not at all	
		F	%	F	%	F	%
1	Question and answer	25	89.3	3	10.7	-	-
2	Brainstorming	16	57.1	10	35.7	2	7.1
3	Discussion	23	82.1	5	17.9	-	-
4	Group/pair work	22	78.6	6	21.4	-	-
5	Role play	6	21.4	19	67.9	3	10.7
6	Panel discussion	3	10.7	19	67.9	6	21.4
7	Peer teaching	7	25	18	64.3	3	10.7
8	Project work	9	32.1	19	67.9	-	-
9	Inquiry learning	10	35.7	17	60.7	1	3.6

10	Discovery learning	7	25	16	57.1	5	17.9
11	Problem solving	18	64.3	10	35.7	-	-
12	Exercises for individual students	26	92.9	2	7.1	-	-
13	Critical thinking motivators	11	39.3	16	57.1	1	3.6
14	Concept mapping	8	28.6	18	64.3	2	7.1
15	Jigsaw group project	4	14.3	18	64.3	6	21.4
16	Debates	4	14.3	15	53.6	9	32.1
17	Language games	4	14.3	23	82.1	1	3.6
18	Cooperative learning	14	50	14	50	-	-
19	Fish bowl	3	10.7	9	32.1	16	57.1
20	Lecture/explanation	15	53.6	13	46.4	-	-

The information in the table indicates lists of twenty different techniques of teaching English that can be categorized as active teaching or active learning. Lecture/explanation, and question and answer are some of active teaching techniques. The rest are common active learning techniques to be employed in teaching English.

Among the techniques listed, half and above (50%) of the teachers disclosed that they **always** use question and answer (89.3%), brainstorming (57.1%), discussion (82.1%), group work and pair work (78.6%), problem solving (64.3%), exercises for individual students (92.9%), cooperative learning (50%), and lecture/explanation (53.6%). And the other techniques, which were **sometimes** employed by half and above of the teachers were role play (67.9%), panel discussion (67.9%), peer teaching (64.3%), project work (67.9%), inquiry learning (60.7%), discovery learning (57.1%), critical thinking motivators (57.1%), concept mapping (64.3%), jigsaw (64.3%), debates (53.6%), language games (82.1%), and cooperative learning (50%).

However, a technique that 57.1% of the teachers did not use is “fish bowl”. This could be because they don’t know it. And many teachers did not use techniques like debates, panel discussion, discovery learning, and jigsaw.

From the above discussion, it is possible to deduce that teachers in the referred schools did not **always** use all active learning techniques.

**Table 6 Students' Response on the List of Techniques, Which are Employed in English Lessons**

No	Sometimes	Always		Sometimes		Not at all	
		F	%	F	%	F	%
1	Lecture/explanation	196	77.2	56	22	2	0.79
2	Group/pair work	99	38.9	139	54.7	16	6.3
3	Question and answer	129	50.8	111	43.7	14	5.5
4	Brainstorming	104	40.9	116	45.7	34	13.4
5	Role play	49	19.3	136	53.5	69	27.2
6	Concept mapping	116	45.7	113	44.5	25	9.8
7	Cooperative learning	127	50	102	40.2	25	9.8
8	Inquiry learning	133	52.4	97	38.2	24	9.4
9	Discovery learning	173	68.1	69	27.2	12	4.7
10	Problem solving	106	41.7	127	50	21	8.3
11	Panel discussion	52	20.5	123	48.4	79	31.1
12	Discussion	132	51.9	103	40.6	19	7.5
13	Peer teaching	74	29.1	129	50.8	51	20.1
14	Project work	86	33.9	134	52.8	34	13.4
15	Exercise for individual students	189	74.4	53	20.9	12	4.7
16	Debates	29	11.4	151	59.4	74	29.1
17	Language games	35	13.8	128	50.4	91	35.8

As can be observed from the table, the majority of the respondents (i.e. 77.2% and 74.4%) disclosed that lecture/explanation and exercise for individual students (respectively) were **always** employed in English lessons. And about 50% of the students also said that question and answer (50.8%), cooperative learning (50%), inquiry learning (52.4%), and discussion (51.9%) were **always** used as active learning techniques in learning English. moreover, 68.1% of the students responded that discovery learning was **always** used, while (27.2%) of them responded these techniques were **sometimes** employed. in fact insignificant number (4.7%) of them disclosed that the item was not used at all.

Among the techniques listed, half and above of the students responded that group and pair work (54.7%), role play (53.5%), problem solving (50%), peer teaching (50.8%), project work, (52.8%), debates (59.4%), and language games

(50.4%) were sometimes employed as a method of active learning in learning English.

Regarding brainstorming, 40.9% of the students responded that this technique was always employed, whereas 45.7% of them asserted that this technique was sometimes used and yet very few (13.4%) of the students disclosed that this technique was never used.

Similarly, 45.7% of the students responded that concept mapping was always used but others (44.5%) said that this technique was sometimes used; the rest (9.8%) of them responded the item was not used at all.

#### **4.5 Factors That May Affect the Implementation of Active Learning in Teaching/Learning English**

The items for this section were used to assess certain problems that the teachers and students face while putting different active learning techniques into practice. The responses of teachers and students for each item is presented and analyzed accordingly.

**Table 7 Teachers' Response on Factors That May Affect the Implementation of Active Learning in Teaching English**

No	Items	Agree		Disagree		Undecided	
		F	%	F	%	F	%
1	Your tendency to lecture /teacher-centered method might have made you not to implement active learning.	24	85.7	4	14.0	-	-
2	Using active learning techniques causes shortage of time to cover all the content in the text within the allotted time.	22	78.6	5	17.9	1	3.6
3	There is a shortage of time for pre-class preparation (for revising active learning	22	78.6	5	17.9	1	3.6

	techniques)						
4	The large class size prevents teachers to implement active learning	22	78.6	5	17.9	1	3.6
5	Active learning causes difficulties in managing the class (i.e. the class becomes noisy)	23	82.1	3	10.7	2	7.1
6	Group works or discussion among students invites the dependency of majority of students to minority	21	75	3	10.7	4	14.3
7	There is a lack of materials or equipment needed to support active learning techniques	25	89.3	-	-	3	10.7
8	The textbooks do not encourage students to enhance their knowledge and skills through active participation (they are not suitable to use active learning techniques).	15	53.6	1 0	35.7	3	10.7

The following points are summarized from this table. In the first item, 85.7% of teachers agreed that their adherence to the traditional method affected them not to implement active learning techniques. But few of them (14.3%) opposed this idea.

Regarding items 2 and 3, 78.6% of the respondents agreed with the idea that using active learning techniques causes shortage of time to cover the course content in time and for pre-class preparation. But 17.9% of the teachers disagreed with the idea. The rest (3.6%) were unable to decide.

In similar way, the majority (78.6%) of the respondents showed their agreement that large class size can affect the implementation of active learning. whereas 17.9% of them had opposite view and one respondent was not able to decide.

Concerning the idea, active learning causes difficult in managing the class, 82.1% of the teachers agreed but very few (10.7%) of them did not agree and yet 7.1% failed to decide.

75% of the respondents pointed out that group work or group discussion leads to the dependency of majority on minority. However, few of them (10.7%) didn't agree with the idea and the rest (14.3%) remained undecided

In relation to material constraints in practicing active learning, 89.3% of the teachers pointed out the presence of this problem while 10.7% were unable to decide. In item 8, about half (53.6%) of the respondents indicated that textbooks are not suitable to practice active learning but 35.7% of them didn't agree with this idea. The rest (10.7%) hesitated to decide.

**Table 8 Students' Response on Factors That May Affect the Implementation of Active Learning**

No	Items	Agree		Disagree		Undecided	
		F	%	F	%	F	%
1	Learning English in active learning techniques may cause shortage of time to cover all the content in the text within the time	133	52.4	77	30.3	44	17.3
2	The class size prevents you to learn English in an active learning methods	177	69.7	54	21.3	23	9.1
3	It is difficult to learn English in active learning methods, because it is too noisy.	102	40.2	152	59.8	-	-
4	There are no adequate activities (exercises) in the textbook to practice the language in active learning method.	85	33.5	169	66.5	-	-
5	Group works or discussions among students invite the dependency of majority of students to minority	235	92.5	10	3.9	9	3.5

More than half of the students (52.4%) pointed out that learning English in active learning techniques might cause shortage of time to cover all the content in the text in the given time. But 30.3% of them did not agree with the issue. Very few of the students were unable to decide.

In item 2, majority of the respondents (69.7%) agreed that large class size might affect the learning/teaching process by using active learning techniques. The rest 21.3%) did not agree and the other remaining students failed to decide.

Majority (59.8%) of students pointed out that learning English in active learning techniques is not difficult. But the rest (40.2%) of them agreed with the idea.

In item 4, 66.5% of the respondents did not agree with the idea that there are no adequate activities (exercises) in the textbook to practice the language in active learning method. But others agreed with the issue raised.

Generally, there seems a disparity in the responses of teachers and students on some points. The majority of teachers agreed on all the problems that may affect the practice of active learning. However, many of the students did not agree on some of the issues raised as problems.

#### **4.6 Results of Classroom Observation**

Classroom observation was also used to collect data to see whether teachers apply and how they apply active learning techniques in teaching English. To this end, the researcher entered each classroom with a frame analysis of active learning. The frame contains stages in active learning with different activities, which are components of active learning classroom and are expected to be carried out by teachers and students.

The following are results obtained from the classroom observation and the most commonly employed activities of teachers and students are presented under each stage.

### **Stage 1 Engagement**

At this stage, the teachers are expected to encourage or ask students to reflect their prior learning and link it with the present learning. But almost all teachers simply started the day's lesson either by checking, and giving feedback on the homework given in previous class or by telling students to sit in their groups and open their textbooks to start to discuss on the activities in the book. Here, the students were not encouraged /exposed to relate their past learning to the day's lesson.

### **Stage 2 Explorations**

At this stage the teachers need to give time to students to think or discuss the new subject in relation to their prior old experience and write the constructed thoughts. Then monitor and give feedback on the information gained from monitoring. However, although most of teachers went round while students were discussing on some exercises in groups, they (teachers) did not give appropriate feedback for each group so as to facilitate language learning and make the discussion hot.

### **Stage 3 Transformations**

Here, the teachers should recall directions and background experiences about the activities of the day. And provide students with projects, games role-plays, group discussion, argumentations, narratives, and exercises, etc. then organize the classroom appropriately for activities and schedule sufficient amount of time for the activities, monitor/ supervise students understanding and enter into joint activities with students. Finally, they need to provide information about to be done next and record progress of students.

But most of the teachers were observed asking the students whether students finished their group discussion or not and waited till students could say, “we have finished the tasks”. Then the rest of minutes of the period was covered by question and answer (i.e. the teacher asked some questions from the textbook, students (individually) attempted to give answers. From this it might be possible to infer that teachers do not allocate appropriate time for the tasks, moreover, the classes are mainly teacher dominated.

#### **Stage 4 Presentations**

At this stage, the teachers need to facilitate the development of presentation skills (hand writing, layout and design, editing, rehearsal, reading, public speaking) and let the students to put forward to the other students and encourage the audiences to give feedback. Eventually, they need to evaluate products of students in terms of unit goals. However, except giving general feedback for each student’s answer or performance, they did nothing.

#### **Stage 5 Reflections**

At this final stage, the teachers should ask students to review their own work, use verbal praise, and reflect on his/her future plan. Usually most of the teachers departed their students without asking them to reflect their view, without praising and telling them what they would do in the following sessions. This might affect the motivation of the students in learning the language actively.

### **4.7 Responses Obtained from Interview with Teachers**

Regarding what of active learning, all of them said that it is a student-centered method, that is, it is a method that enables students to participate actively in the language learning. Students ask questions, answer it, speak, and write, when they do tasks or activities in the class.

Concerning the second question, all of them mentioned that so as to make the students actively engaged in their lessons, teachers employed different techniques such as brainstorming, group works, pair works, and do activities individually and with their peers.

As was mentioned by all teachers, the basic factors that hinder the implementation of active learning are the followings:

- Presence of large class size (too many students in a narrow classroom)
- Desks are so fixed that it is difficult for group activities.
- Students sometimes are not interested in doing exercises by themselves, (they need to depend on the teachers).
- There is a shortage of time to cover the text. In other words, to cover the course in time, teachers are sometimes forced to do exercises by themselves rather than letting students try on them first.
- There is a shortage of appropriate materials, even the materials available at hand are too old and previous students did most of the exercises in them.

Finally, teachers commented on the implementation of active learning in teaching English. They emphasized the role of active learning in promoting language learning. They said that if problems were minimized, active learning method would be very effective. And also they said that teachers should get trainings on active learning. Moreover, they suggested that they should make their students active participant in learning the language and they recommended that textbooks should be revised to be suitable in implementing active learning. `

## **4.8 Discussions**

In this part, the data gathered using questionnaire, classroom observation, and interview were analyzed and discussed under the following four major themes in line with the four basic research questions.

### **1. Did teachers have the necessary knowledge and experience to implement active learning?**

Dary and Terry (1993) pointed out that active learning seeks emancipation from the old belief that has dominated earlier methods of teaching and those teachers and students should get the necessary training or orientation about active learning to challenge their old assumptions and create new perspectives.

From the results of this study, it was found out that teachers had attended trainings on active learning and its implementation, and participated in workshops and seminars about the implementation of active learning. Furthermore, they confirmed that the contribution of the training to implement active learning was high. But as the results from the classroom observation revealed, teachers' knowledge and skills of implementing active learning were very low and the efforts made to raise their knowledge on the implementation of active learning through the trainings, that is, continuous professional development(CPD) also seem not well organized to make the teachers effective users of active learning in teaching English.

Moreover, as the classroom observations result shows, teachers were teaching following the traditional methods of teaching English. The data obtained from their background information, that is, the fact that they had taken their diploma courses with the previous curriculum might imply that the impact of this still make them to stick on the traditional methods while teaching English.

“Teachers teach the way they were taught” (ICDR, 1999:54).

## **2. What was the teachers' and students' attitude towards active learning?**

In order to be effective in implementing active learning, teachers and students should develop the necessary positive attitude towards active learning. Concerning this, Hatfield (as cited in MOE, 2004:79) states, "Active learning is not only a set of activities, but an attitude on the part of the teacher and the learner that makes learning effective." Based on the analysis of the data, the following results were obtained.

- Almost all of the teachers had a positive attitude towards active learning.
- Similarly, the majority of students were in favor of it.
- During the interview, it was disclosed that all teachers (who were interviewed) had a positive attitude towards active learning.

Generally, it is possible to deduce that both teachers and students had positive attitude towards active learning in teaching/learning English.

## **3. How often did teachers use active learning in teaching English?**

To assess the extent to which active learning has been employed in teaching English, both teachers and students reacted through the questionnaire, and teachers through the interview. These were also substantiated by the classroom observation.

According to the analysis of the issue, findings revealed that teachers in the referred schools **always** employed questions and answers, discussions, group or pair works, exercises for individual students for immediate feedback and explanations/lectures. This may be because both the teachers and students were familiar with these techniques. But some of these techniques (such as questions and answers, exercises for individual students, and explanations/lectures) are traditional (more of teacher-centered). Even, discussion, and group/pair works, (as the results of classroom observation

shows), were not employed appropriately. That is, they were not employed in the way to promote active learning. On the other hand, other active learning techniques, which are expected to be widely used in teaching English that expose learners to develop critical thinking, problem solving, and discovery learning capacity such as panel discussion, inquiry learning, discovery learning, concept mapping, project work, etc. were not **always** employed in teaching English. Further, the other common but very important techniques were not widely used because the analysis results revealed that they were employed **sometimes**.

During the interview, teachers mentioned that they failed to use different types of active learning techniques due to some factors such as the class size, time shortage, noisiness of the class, etc. but as the researcher observed, teachers were widely using group work activities (which might contradict to the above mentioned factors).

In general, based on the above discussion, it is possible to say that the degree of practicing major active learning techniques in teaching English was low. And the kind of techniques teachers widely used were the traditional ones.

#### **4. What factors did affect the implementation of active learning?**

While implementing active learning, implementers may face different barriers that would hinder the use of active learning. These can, however, be overcome through careful and thoughtful planning (Bonwell, 1991).

Based on the analysis of the data, it was found out that teachers' tendency to lecture/ teacher-centered/ method, shortage of time to cover all the content in the text and devising active learning techniques, large class size, lack of suitable instructional materials, management problem (noisiness of the class), and the dependency of the majority of students on the minority in doing tasks in groups

were the major factors that affected the implementation of active learning. Students also reflected in the same way that the dependency of the majority of students on the minority in doing tasks in groups, the large class size, and shortage of time to cover all the content in the text within the allotted time of the academic year were the obstacles in implementing active learning.

During the interview, teachers pointed out that the presence of high number of students in a narrow class, in which the desks are fixed, made difficult for them to go round and monitor the students while doing tasks in groups. Moreover, teachers emphasized that there is a lack of appropriate materials which can be served for students to develop their problem solving and discovery learning capacity.

From the above discussion, one can infer that teachers, students, and other bodies concerned (administrators, department heads...) had no the awareness of how to alleviate obstacles faced while implementing active learning in teaching English.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### 5.1 Summary and Conclusion

The main purpose of this study was to assess the implementation of active learning in upper primary schools in Gondar town. In order to achieve this purpose, the following specific objectives were formulated:

- To assess teachers' knowledge and experience in practicing active learning
- To assess teachers' and students' attitude towards active learning
- To investigate the type and frequency of active learning techniques English teachers employed
- To identify factors which affected the implementation of active learning

As the focus of the study was on the implementation of active learning in teaching **English** at the upper primary schools in Gondar town, all the subjects of this study were English teachers who were teaching from grades five to eight (2<sup>nd</sup> cycle), and grade eight students in the referred schools.

The data were gathered using questionnaires, classroom observations, and interviews. The questionnaire was administered to all the 28 English teachers in the five schools and 254 grade eight students. All teachers and students returned the questionnaire. The classroom observation was conducted with ten teachers who were teaching grade eight students. The interview was also conducted with five teachers who were observed.

The data obtained from questionnaire were analyzed and discussed through the use of percentage and substantiated with the qualitative analysis of the data obtained from observations and interviews. At last the following results have been obtained.

It was found out that their knowledge and skills of implementing active learning techniques in teaching English was low. On the other hand, although teachers participated in trainings on the implementation of active learning in teaching English, it seems that the training has not brought the desired effect on them.

Teachers and students believe that active learning plays an important role in promoting language teaching and learning. The majority of them had a **positive attitude** towards active learning.

Concerning the type and frequency of active learning techniques that teachers employed in teaching English, it was found out that they widely used techniques such as questions and answers, exercises for individual students for immediate feedback, lecture/explanation by the teacher, and discussion. Group/pair work was also the most predominantly employed technique in the teaching/learning of English. Teachers did not use other major techniques which are expected to promote the critical thinking and problem solving capacity of students.

The subjects of the study also mentioned problems they faced while implementing active learning. They said that teachers' tendency towards the lecture technique, the dependency of the majority of students on the minority while working tasks in groups, lack of suitable instructional materials, shortage of time, and class size had affected the implementation of active learning in the teaching and learning of English.

## 5.2 Recommendations

Silberman (1996:67) says “Education at all levels is about acquiring knowledge, skills, and attitudes.” This idea might imply that learners should be equipped with these basic educational domains to be competent for the level.

Active learning of information, skills, and attitudes occur through the process of inquiry. Students look for answers to questions either posed to them or posed by them, seek solutions to problems teachers ask them to solve; they obtain information or acquire skills in completing tasks assigned to them and they confront with issues that compel them to examine what they believe and value in the process of active learning. All these occur when students are engaged in tasks and activities that gently push them to think, do, and feel (Ibid).

Regarding shortage of time to cover all the content in the text, which is commonly raised by teachers and students as a problem, Silberman (1996) states his position as: “The value of ‘covering’ any subject is suspect. To cover means to hide, and in some cases, to scatter about. The urge to teach until the end [of the portion] often leads to hiding, disguising, and scattering about.” The implication of this idea is that when teachers teach with the intention of only covering the portion, they might not follow appropriate procedure, and allocate enough time at each stage of the techniques employed in the teaching/learning process. When teachers use active learning following active learning principles and procedures, however, there might be an opportunity for understanding. “When time is taken to consolidate what has been learned, there is an opportunity for retention” (Ibid). This is the central essence of learning.

Based on the findings of the study, the researcher forwarded the following suggestions which may help to improve the implementation of active learning in teaching English:

- Teachers need to be equipped with the basic knowledge and skills of implementing different active learning techniques that can enhance critical thinking (discovery learning) and problem solving capacities of the students through continuous and extensive training on theoretical and practical issues of active learning techniques.
- Training programs which can also bring about changes in the attitude of teachers should be given:
  - Teachers should be given trainings on the nature, practice, and relevance of active learning techniques in teaching English.
  - Students should also get a thorough orientation on the nature, practice, and relevance of active learning before beginning regular classes.
- Textbooks should be designed in such a way that they promote active learning. Textbook writers need to suggest appropriate active learning techniques (including group work procedures) to be employed along with the tasks designed in the textbooks.
- Teachers, students and other bodies concerned (school administrators...) should get awareness of how to tackle problems that face them while implementing active learning in teaching /learning English.
- Textbook writers, teachers, and concerned bodies should get awareness that the time allocated for the courses should be used to consolidate what has been learned, reflect on it, and practice on it. In other words, more time should be allocated for the practice, consolidation, and reflection of the previous lessons.

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**Appendix A- Teachers' Questionnaires**

Dear respondents, the aim of this questionnaire is to obtain information on the implementation of active learning approach in teaching English. Your cooperation to answer all the questions thoroughly and carefully is of a great value and thus, your interest and devotion of time is vital. The information you give will be used only for academic purposes and your identity including your name will be kept confidential. Finally, the researcher would like to thank you in advance for your cooperation and devotion of time.

**I. Background Information of Teachers**

**Please, select the one that is appropriate to you from the alternatives given and circle it or fill in the blank space where necessary.**

1. Sex                      A. Male                      B. Female
2. Age \_\_\_\_\_
3. Qualification    A. Certificate            B. 12+2 (diploma)  
C. 10+3(diploma)            D. if any other, specify \_\_\_\_\_
4. Teaching experience (in years) \_\_\_\_\_
5. Teaching load per week \_\_\_\_\_

**II. Items related to your knowledge and experience on active learning.**

**Please, select the appropriate one based on your knowledge and experience on active learning and circle it.**

1. Have you got in-service trainings (workshops, seminars, etc) on the application of instructional methods like active learning in teaching English?  
A. Yes                      B. No                      C. Uncertain

2. If your answer to question 1 is 'yes' how is your level of understanding/knowledge on this instructional method?  
 A. high    B. moderate    C. Low    D. no contribution at all
3. Have you got any training on active learning and its implementation in teaching English?  
 A. Yes    B. No    C. Uncertain
- 4. If your response to question 3 is 'yes', how do you rate the contribution of the training?**  
 A. Adequate    B. Moderate    C. Low    D state if any other \_\_\_\_\_
5. How often do you apply active learning techniques (listed in 'a' above) in teaching English?  
 A. Always    B. often    C. Sometimes    D. rarely    E. not at all

**III. Items dealing with attitude on active learning in teaching English are listed below. Please, tick (put  $\checkmark$ ) under your appropriate choice (that reflects your opinion). (N.B. SA=strongly agree, A=agree, UD= undecided, DA= disagree, SDA=strongly disagree)**

No	Items	SA	A	UD	DA	SDA
1	Active learning is effective to be used in teaching English					
2	Active learning enhances students' level of understanding and involves them in problem solving					
3	Active learning helps learners use their brains to make sense of all the different things they discover and it is this process which creates learning					
4	Active learning creates the opportunities to share experiences and encourage friendship among students.					
5	Active learning enhances active involvement of students instead of passive listening					
6	Active learning can help to address the different learners (learners with different learning styles)					
7	Active learning enhances self-confidence and independent learning of students					
8	Active learning decreases work load of teachers and students and saves time					
9	Active learning decreases frustration, shyness or timid behavior of students					

**IV. Items related to the practice of different instructional methods (techniques), which can be employed in teaching English, Please, put a tick (✓) against your choice to indicate your practice.**

**I use**

<b>N O</b>	<b>Items</b>	<b>How often employed</b>				
		<i>Always</i>	<i>often</i>	<i>Some times</i>	<i>Rarely</i>	<i>Not at all</i>
1	Question and answer					
2	Brain storming					
3	Discussion					
4	Group work/pair walk					
5	Role-play					
6	Panel discussion					
7	Peer teaching					
8	Project work					
9	Inquiry learning					
10	Discovery learning					
11	Problem solving					
12	Exercises for individual students					
13	Critical thinking motivators (Puzzles/paradoxes/quiz)					
14	Concept mapping					
15	Jigsaw group project					
16	Debates					
17	Games					
18	Cooperative learning					
19	Fish bowl					
20	Lecture/explanation					

**V. Factors that may affect the implementation of active learning in teaching English are listed below. Please, tick the appropriate choice that reflects Your opinion. (N.B. S.A=strongly agree, A=agree, UD= undecided, DA= Disagree, SDA=strongly disagree)**

Items	SA	A	UD	DA	SDA
1. Your tendency to lecture /T-centered /method might have made you not to implement active learning					
2. Using active learning techniques causes shortage of time to cover (to get through) all the content in the text within the allotted time					
3. There is a shortage of time for pre-class preparation (for devising active learning techniques)					
4. The large class size (being large number of students in a class) prevents you to implement active learning.					
5. Active learning causes difficulties in managing the class (for example, the class becomes noisy)					
6. Cooperative/ group works or discussion among students in active learning invites the dependency of majority of students to minority.					
7. There is lack of materials or equipment needed to support active learning techniques.					
8. The textbooks (both the students' and the teacher's) do not encourage students to enhance their knowledge and skills through active participation, in other words, they are not suitable to use active learning techniques					

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**Appendix B- Students' Questionnaires (English version)**

Dear respondents, the aim of this questionnaire is to obtain information on the implementation of active learning approach in teaching English. Your cooperation to answer all the questions thoroughly and carefully is of a great value and thus, your interest and devotion of time is vital. The information you give will be used only for academic purposes and your identity including your name will be kept confidential. Finally, the researcher would like to thank you in advance for your cooperation and devotion of time.

**I. Items dealing with opinions about the implementation of active learning in learning English are listed below. Please tick the appropriate answer based on your view about it. (N.B.S.A=strongly agree, A =agree, UD=undecided, DA=disagree, SDA= strongly disagree)**

No	Items	SA	A	UD	DA	SDA
1	Active learning enhances your level of understanding and involves you in problem solving					
2	Active learning creates the opportunities to share experiences and learning strategies as well as friendship among you					
3	Active learning decreases work load for you and your teachers and saves time					
4	Active learning decreases frustration, shyness or timid ness while learning English and also helps you to improve your speaking ability in English					
5	Active learning enhances your active involvement in learning English (helps you to become active participant in English classes					

**II. In the following, you are provided With Items Which You May Practice In Your English Classes. Please, Put A Tick (✓) Against Your Choice To Indicate Your Practice.**

No	Items	Always	often	sometimes	rarely	Not at all
1	Lecture/ explanation					
2	Group work/pair work					
3	Question and answer					
4	Brainstorming					
5	Role play					
6	Concept mapping					
7	Cooperative learning					
8	Inquiry learning					
9	Discovery learning					
10	Problem solving					
11	Panel discussion					
12	Discussion					
13	Peer teaching					
14	Project work					
15	Exercises for individual students					
16	Debates					
17	Language games					

**III. Factors That May Affect The Implementation Of Active Learning In Learning English Are Listed Below. Please, Tick The Appropriate Answer Based On Your Experience.**

No	Items	SA	A	UD	DA	SDA
1	Learning English in active learning techniques may cause shortage of time to cover all the content in the text within the time					
2	The class size (being too many students in a class) prevents you to learn English in an active learning methods					
3	It is difficult to learn English in an active learning methods because it is too noisy					
4	There are no adequate activities (exercises) in the textbook to practice the language in an active learning method					
5	Group works or discussions among students invites the dependency of majority of students to minority					

**አዲስ አበባ ዩኒቨርሲቲ**  
**የድህረ ምረቃ ትምህርት መርሀ ግብር**  
**የውጭ ቋንቋዎችና ሥነ ጽሑፍ ትምህርት ክፍል**

**Appendix C- በተማሪ የሚሞላ መጠይቅ**

ውድ ተማሪዎች የዚህ መጠይቅ ዋና ዓላማ ስለ እንግሊዘኛ ቋንቋ ትምህርት በተማሪ አሳታፊ የመማረር ዘዴ አፈፃፀም ሁኔታ መረጃ ለማሰባሰብ ነው። ስለሆነም ትክክለኛ መረጃ ለማግኘት የእናንተን ቀና ትብብርና ለሁሉም ጥያቄዎች በጥንቃቄ መልስ መስጠት በጣም ወሳኝ ነው። ውድ ጊዜያችሁን መስዋዕት አድርጋችሁ ሁሉንም ጥያቄዎች በጥንቃቄና በአግባቡ በመስራት በመመለሳችሁ አጥኚው በቅድሚያ ላቅ ያለ ምስጋና ያቀርባል።

I. ቀጥሎ ስለ ተማሪ አሳታፊ የመማር ዘዴ አፈፃፀም ሊነሱ የሚችሉ ሁኔታዎች ተገልፀዋል ትክክለኛ ምርጫችሁ በሆነው (✓) ምልክት አስቀምጡ።

ተ.ቁ	ዘዴዎች	በጣም እስማማለሁ	እስማማለሁ	መወሰን አልቻልኩም	አልስማማም	በጣም አልስማማም
1.	የተማሪ አሳታፊ የመማር ዘዴ ነገሮችን (ሐሳቦችን) ፈጥኖ ለመገንዘብና ለችግሮች መፍትሔ ለመፈለግ ያስችላል ወይም ያዳብራል					
2	ተማሪ አሳታፊ የመማር ዘዴ የርስ በርስ የልምድ ልውውጥ ለማድረግ እና በተማሪዎች መካከል መልካም ግንኙነት እንዲዳብር ያስችላል ወይም እድል ይፈጥራል					
3	ተማሪ አሳታፊ የመማር ዘዴ የመምህሩንም ሆነ የተማሪዎችን ስራ ጨና ይቀንሳል ጊዜንም ይቆጥባል					
4	የተማሪ አሳታፊ የመማር ዘዴ ፍርሃትንና አይን አፋርነትን በማስወገድ የእንግሊዘኛ ቋንቋ ንግግር ክሂልን ለማዳበር ያስችላል					
5	ተማሪ አሳታፊ የመማር ዘዴ ተማሪው በእንግሊዘኛ ቋንቋ ትምህርት ለመማር በንቃት እንዲሳተፍ ያስችለዋል።					

II. ቀጥሎ በእንግሊዘኛ ቋንቋ ትምህርት ክፍለ ጊዜ የእንግሊዘኛ ቋንቋን በተማሪ አሳታፊ የመማር ዘዴ መለማመድ ከሚያስችሉ ዘዴዎች መካከል ዋና ዋናዎች ተዘርዝረዋል። ትክክለኛ ምርጫችሁ በሆነው ስር የ (✓) ምልክት በማስቀመጥ መልስ ስጡ።

ተ.ቁ	ዘዴዎች	ሁልጊዜ	ብዙ ጊዜ	አንዳንድ ጊዜ	ትንሽ ጊዜ ብቻ	ምንም ጊዜ
1.	ገለፃ ወይም ማብራሪያ በመስጠት (መምህሩ ለተማሪዎች) (Lecture/Explanation)					
2	የቡድን ወይም የጥንድ ሥራ (Group/Pair Work)					
3	በጥያቄና መልስ (Question and Answer)					
4	ማነቃቃት (Brainstorming)					
5	ሚና ጫዋታ (Role Play)					
6	ሐሳብን በአይነት በአይነት ማደራጀት (Concept Mapping)					
7	እርስ በርስ በመረዳዳት መማማር (Cooperative Learning)					
8	በራስ ጥረት መረጃ በማስባስብ ( በመጠየቅ) የመማር ሂደት (Inquiry Learning)					
9	ጥያቄዎችና ሐሳቦችን በሚሰጡ መነሻ ሃሳቦችና ምሳሌዎች ተመርኮዞ የመስራትና የመማር ዘዴ (Discovery Learning)					
10	ለችግሮች የመፍትሔ ሃሳብ በማቅረብ መማር (Problem solving)					
11	የፓናል ውይይት					
12	ውይይት (discussion)					
13	ብጤን ማስተማር (Peer Teaching)					
14	የፕሮጀክት ሥራ					
15	መልመጃዎችን በግል መለማመድ					
16	ክርክር (Debate)					
17	የቃላት ጨዋታ (language game)					

III. ቀጥሎ እንግሊዘኛ ቋንቋን በተማሪ አሳታፊ የመማር ዘዴ አፈፃፀም ላይ እንቅፋት ሊሆኑ ወይም ተፅዕኖ ሊያሳድሩ ይችላሉ የተባሉ ነገሮች (ሐሳቦች) በዝርዝር ተገልፀዋል። ትክክለኛ ምርጫችሁ ስር የ (✓) ምልክት አስቀምጡ።

ተ.ቁ	ዘዴዎች	በጣም እስማማለሁ	እስማማለሁ	መወሰን አልቻልኩም	አልስማማም	በጣም አልስማማም
1.	እንግሊዘኛ ቋንቋ ትምህርትን በተማሪ አሳታፊ የመማር ዘዴ መማር የትምህርቱን ይዘት (አጠቃላይ ትምህርቱን) በተወሰነው የጊዜ ገደብ ለማጠናቀቅ የጊዜ እጥረት ሊያጋጥም ይችላል					
2	በአንድ ክፍል ውስጥ የተማሪው ቁጥር መብዛት እንግሊዘኛ ቋንቋን በተማሪ አሳታፊ የመማር ዘዴ ለመማር ችግር ሊፈጥር ይችላል					
3	እንግሊዘኛ ቋንቋን በተማሪ አሳታፊ የመማር ዘዴ መማር አስቸጋሪ ነው፤ ምክንያቱም በክፍል ውስጥ ጫጫታ ይበዛል ።					
4	የተማሪው መማሪያ መፅሐፍ በተማሪ አሳታፊ የመማር ዘዴ ለመማር /ለማስተማር/ የሚያስችል በቂ መልመጃዎች የሉትም					
5	የቡድን ሥራ ወይም በተማሪዎች መካከል የሚደረግ ውይይት ብዙ ተማሪዎች በጥቂቶቹ ላይ ጥገኛ እንዲሆኑ ሊያደርግ ወይም የጥገኝነት መንፈስ ሊፈጥር ይችላል					

## **Appendix D- Interview Questions for Teachers**

1. It is obvious that, at present, there is a shift in methodology, that is, from teacher-centered or passive listening to active learning in learning English language. So, can you tell me what you know about '**active learning**'?
2. What are the techniques that you use to implement active learning? Can you list them?
3. Do you think it is important to use active learning in teaching English Effectively? (Is it important/ helpful in teaching/learning English effectively?) (Tell me your opinion about active learning)
4. From your experience, what factors do you think facilitate or hinder the implementation of active learning techniques in teaching English, in short, what are the problems which may affect the implementation of active learning?

## **Appendix E-Teachers' responses to the interview questions**

**The following are the transcriptions of the tape-recorded from the teachers' responses to the four interview questions.**

### **Teacher-1**

1. In the active learning, it is student-centered; in the passive learning, it was teacher-centered. In the active learning, every student has chances to try, and it is easy for them to catch up the lesson, to say something or to discuss, and even the time becomes suitable for them. Moreover, it is advantageous for the students because they share the lesson. And for the teachers, they have time to check the students' performance, and follow up their activities.
2. Some of the techniques I mostly use are brainstorming, language games, pyramiding, role playing, discovery learning, project work ('fantastic one'), and discussion is in their group work. To myself, I did not teach any lesson without group work- in every group, there are a leader and secretary. Even students themselves did not deal without group work. They [students] use check list to control whether each member of the group did, absent, etc. and at the end of the week, they collect the check list to put as portfolios.
3. Active learning is very effective. I am very interested in it. I preferred it.
4. Problems-class size (students are too many in number and the classrooms are too narrow), and it is usually noisy. Solution- grouping.

### **Teacher-2**

1. In my opinion active learning means when the students are participating actively in the language learning. They have to use by asking, answering, speaking, and writing. When they do these activities, that is, for me active learning. And they do activities in groups or with their peers that is active learning.
2. Students have to ask questions, individual learning, group works, doing activities in their peers.
3. Active learning is advantageous: students will not be passive ('I know what I do') and I like it very much.
4. problems- size of the class (large class) to check their works it kills time, students sometimes are not interested in doing exercises by themselves (they need to depend on the teacher), shortage of materials (which are appropriate), class situation [crowded], time shortage-the text is large (for my self I am running to finish the text in time, I am doing more activities by myself). Other problem- students do not use language [English] outside the classroom. If they use English outside, active learning is important, in

other words, if they are able to speak in the language, they can be active participant in the class.

### **Teacher-3**

1. Student-centered (focuses on students) enables them to participate, to initiate, and brainstorm their prior knowledge, helpful in getting talented students.
2. Presentation, demonstration, discussion, (group work, pair work and so on.)
3. If these problems are avoided, active learning is most effective and I like it, I suppose it will be a productive (to have fruitful citizen).
4. Class size (large number of students in narrow classrooms), shortage of materials, and not sufficient number of books (students should get one for one).

### **Teacher-4**

1. It will make more active. Active learning means to give much time and privilege to students than the teacher-centered learning. The teacher will act as a facilitator. Students will be active participant in learning these activities.
2. Group work so that they [students] can have resourceful knowledge by discussing things together, role playing (sometimes I use), debating (sometimes).
3. Active learning is (in the current condition) becoming very difficult. We (teachers) should get trainings like seminars and workshops because we are not fully organized in order to apply this method. And there should be pre-service courses. Otherwise as to me as compared to teacher-centered method, active learning is more preferable to other methods and I like it.
4. Large class size, noises, management problems (because of class size- too crowded), some clever students become dominant (the slow learners kept passive), shortage of materials (one book for five students). And the textbook is too large to finish in time.

### **Teacher-5**

1. Students become active in the class. It is student-centered method. Not only the teacher but students also participate in the learning.
2. Techniques- group work, pair work, whole-class discussion, and debating.
3. I like it.
4. factors(problems)- large class size, shortage of books(even they too old and exercises are with answers written on them by previous students),

## Appendix F-Checklist for Classroom Observation

### Frame of Analysis of Active Learning

Activities		
Stages in Active Learning	Teacher	Students
<b>Engagement (get to start)</b>	<ul style="list-style-type: none"> <li>• Encourages or asks for reflection of questions of prior learning/experience</li> <li>• Links present learning with the previous</li> <li>• Presents new learning</li> </ul>	<ul style="list-style-type: none"> <li>• Shares (reviews, narrates, talks) his/her prior experiences</li> <li>• Submits, demonstrates, explains portfolios or experiences about past experience</li> <li>• Reads books, Listens, watches, manipulates new media</li> </ul>
<b>Exploration</b>	<ul style="list-style-type: none"> <li>• Gives time to students to think or discuss the new subject in relation to prior old experience</li> <li>• Provides time for writing the constructed thoughts</li> <li>• May ask students to express their understanding</li> <li>• Reflects/gives feedback/on information provided by from monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Talk/discuss in small groups</li> <li>• Writes what makes sense of the presented materials</li> <li>• Express their impressions and understanding</li> <li>• Ask issues or expresses doubts in connecting or for connecting the new experience with prior experience</li> </ul>

<b>Transformation</b>	<ul style="list-style-type: none"> <li>• Recall directions, proposed and background experiences about the activities of the study</li> <li>• Provides students to choose specific learning activities including projects, research, outdoor activities, simulation, games, role plays, drama, group discussion, peer work, argumentation, brainstorming problem-solving (exercises in the text books),</li> <li>• Organizes classroom appropriately for activities (dictionaries, hanging charts, word cards, displays of children’s work, maps, etc.)</li> <li>• Schedules appropriate amount of time for different activities/or informs the amount of time given to students</li> <li>• Monitors/supervise students understanding</li> <li>• Enters into joint activities with students, work with them on a problem or tasks</li> <li>• Monitor/supervise quality of work (whether students are on the right track)</li> <li>• Provides information about what to be done next</li> </ul>	<ul style="list-style-type: none"> <li>• Take initiative; make choices and decisions about activities they will engage in.</li> <li>• Participate in learning activities of their choice i.e. Participate in personal development activities (narrations of biographies, diaries, etc)</li> <li>• Use material resources</li> <li>• Complete activities according to the given time</li> <li>• Discuss, converse, play roles or ask questions how to solve problems</li> <li>• Produce the required quality outcome</li> <li>• Use teachers information/feedback to improve their work</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Facilitates the development of presentation skills (hand writing, layout and design, editing, rehearsal, reading, public speaking)</li> <li>• Values work produced</li> <li>• Encourages audience feedback</li> <li>• Evaluates products of students in terms of unit goals</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in presentation skill development practice</li> <li>• Demonstrate, narrate, tell, recite, play, perform, report, summarize, paraphrase, discuss, solve problems and report, etc.</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Ask students to review their won work</li> <li>• Use verbal praise for students achievements</li> <li>• Relate students activities with the curriculum</li> <li>• Out lines/reflects on his next planning</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on their learning, the process of learning problems</li> <li>• List, tell what they may need to do next</li> </ul>

