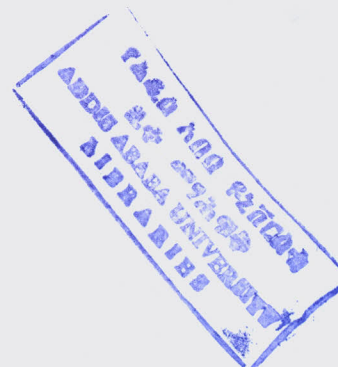


ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE (GRADUATE PROGRAMME)

**INVESTIGATING TEACHERS' AND STUDENTS' BELIEFS AND
PRACTICES TOWARDS ACTIVE LEARNING IN EFL CLASSES:
DEBREMARKOS COLLEGE OF TEACHER EDUCATION IN FOCUS**

BY
Yewulsew Melak



JUNE 2009
ADDIS ABABA

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Yewulsew Melak

**A THESIS PRESENTED TO THE DEPARTMENT OF FOREIGN
LANGUAGES AND LITERATURE
INSTITUTE OF LANGUAGE STUDIES
ADDIS ABABA UNIVERSITY**



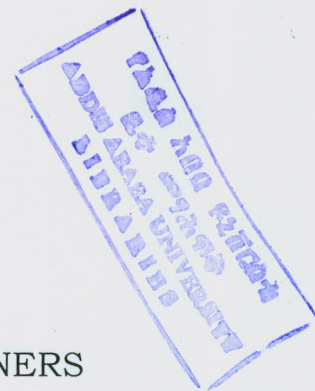
**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN THE TEACHING OF ENGLISH AS A
FOREIGN LANGUAGE
(TEFL)**

**JUNE, 2009
ADDIS ABABA**

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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Yewulsew Melak



APPROVED BY BOARD OF EXAMINERS

Haregewain A.
ADVISOR

[Signature]
SIGNATURE

Italo Beriso
EXAMINER

Italo
SIGNATURE

Acknowledgements

I am glad to express my whole hearted gratitude to my advisor, Dr. Haregewoin, who tirelessly gave me invaluable, constructive and useful comments and suggestions without which my work would have been fruitless.

I am indebted to Addis Ababa University (school of graduate studies) for funding this research project.

I would like to acknowledge teachers and students in Derbremarkos College of teacher education for their collaboration to share their ideas and thoughts on the topic under study.

My deepest appreciation goes to my friends, colleagues and parents who have been encouraging me in one way or another that contributed to my success.

Last, but not least, my very special thanks go to my husband, Enbakum, for his enduring love and friendship, his continued support and encouragement.

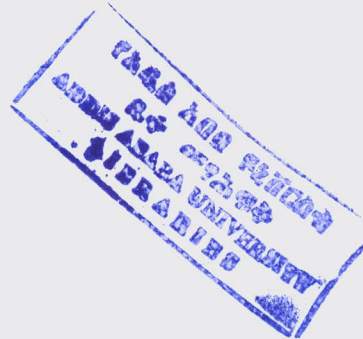
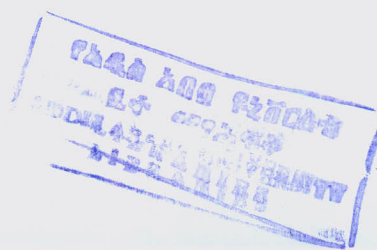


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ACRONYMS

MOE	Ministry of Education
TTC	Teacher Training College
ICDR	Institute for Curriculum Development and Research
TESO	Teacher Education System Overhaul
ETP	Education and Training Policy
TTIs	Teachers' Training Institutes
EFL	English as a Foreign Language

Abstract

The main purpose of the study was to investigate the teachers' and students' beliefs and practices towards Active learning in EFL classes of DebreMarkos college of Teacher Education. To deal with the problem three fundamental research questions were formulated that stress on beliefs towards active learning, the extent to which active learning methods have been practiced and factors affecting the implementation of Active learning.

To conduct the study, descriptive survey method was employed. Purposive sampling was used in the selection of the college and language stream prospective teachers and English Language Teacher educators. Besides, random sampling was employed to select sample prospective teachers from the population. Thus, 72 prospective teachers and 13 English language teacher educators, that is, 85 respondents participated in the collection of data. Data were collected through questionnaire, classroom observation and interview. The data gathered through these instruments were organized by using tables and analysis and interpretation was made on the data using quantitative and qualitative methods.

The findings of the study revealed that both Teacher educators and prospective teachers have favorable beliefs towards active learning. The different active learning strategies were sometimes practiced. That is, pair work, group work, discussion, lecture and question and answer were employed frequently. On the other hand, role-playing, peer teaching, project method and problem solving activities were rarely used. However, brainstorming and demonstration were practiced some times; and cooperative learning games, debating and story telling were employed either rarely or sometimes. Generally, the magnitude of practicing active learning in EFL classes of the respective college was low. Among factors that influence effective implementation of active learning: lack of facilities and materials, tendency towards lecture method, shortage of time, prospective teachers' and teacher educators' lack of interest to implement active learning, lack of trainings and the design of training modules were the major ones.

Finally, based on the findings and the conclusions made the following recommendations were forwarded to minimize and gradually solve the problems encountered in the effective implementation of active learning: continuous and extensive orientations and training, in the form of workshops and seminars should be offered to teacher educators and prospective teachers; facilities like language laboratory and standard library equipped with recent materials should be established; Teachers should prepare and utilize instructional materials, training modules should be prepared in a way to facilitate active learning implementation and any support from the college should be given to teacher educators to create a conducive environment.

CHAPTER ONE

1. INTRODUCTION

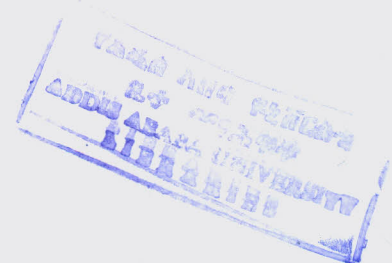
1.1. Background

There have been many underlying theories of learning that laid foundation for modern teaching and learning. These theories describe how people learn, and understand the inherently complex process of learning. There are basically three main perspectives in learning theories; behaviorism, cognitivism and constructivism which explain learning in different ways (Stern, 1983; Brown, 1994; Margaret, 2005).

According to these scholars, the behaviorists emphasize on observable behavior and deal with discovering the relationship between stimuli and responses to predict and control behavior. They explain learning as change in overt behavior due to conditioning. The other groups, the cognitivists are interested in how learners acquire knowledge and skills rather than how behavioral responses are conditioned. On the other hand, the constructivists views of learning are different. They stress that in the process of learning, there should be active role of students for understanding and discovery. They believe that learning is more than conditioning or acquired knowledge that occurs when learners can interpret information in the context of their experience. Thus, learning is an individual set in authentic context and oriented to problem solving.

To put it more specifically, learning theory of behaviorism put more emphasis on active teaching than active learning. The teacher is actively devising techniques to alter the learner's behavior because the change of behavior is thought to be the evidence of learning. In this assumption learning is a passive process. On the contrary, the theory of constructivism emphasizes on active learning rather than active teaching: the learner is in focus not the teacher. The learner is actively constructing his/her own knowledge out of the available materials which are found around his environment. Thus, the teacher acts as a facilitator who provides an environment that is rich in materials for learning.

The proceeding constructivists' view of learning and learning theory is supported by many scholars. For instance, Capel et al (1995:229) states, "Learning can occur only when the pupils are active partners through out the activity to develop a sense of ownership and personal involvement for successful learning". Moreover, Amare et al (1998) states, students learn more



when they have “internal commitment” and “the will” to learn as the process of learning is an active process and not a passive one. Here the emphasis is on the learners’ activities and not the activities of their instructors that result in learning. Teachers are expected to facilitate students’ learning by encouraging students in activities.

Similarly, Silberman (1996:4) notes:

Real learning is not memorization due to the fact that most of what we memorize is lost in hours; that is, learning cannot be swallowed. Thus, to retain what has been taught, students must chew on it. They must put together what they hear and see into a meaningful whole. They should get the opportunity to discuss, debate, argue, do and perhaps even teach some one else so that long lasting and real learning occurs, which represents active learning.

In short, from the above discussions and the views of scholars, one can easily deduce that pouring of facts and concepts into students’ heads and masterfully performing skills and procedures is not an effective learning. Rather, it demands several exposures to materials, to chew on them, to understand them, not just repetitions of inputs.

Thus, the curriculum reform initiated in 1994 in Ethiopia, after the adoption of a new education and training policy, has led to extensive educational changes. One of the changes has been the paradigm shift in the model of teaching and learning which involves the shift from linear to integrated curricula (Lue, 1998). This change has brought a major paradigm shift in our thinking about education and the meaning of knowledge and learning in relation to instructional methods. Moreover, the underlying ideas like active learning approach, student centered methods, problem solving, discovery learning, the use of higher order thinking skills, have been introduced through this reform. Therefore, the education and training policy (ETP, 1994) has stressed on issues of improvement of learning process towards a focus on student’s active engagement through active learning.

It is thought that active learning first and for most in terms of students being intellectually active. This means that teachers do not simply expect students to memorize and repeat facts; rather teachers should expect students to use information critically and analytically. Supporting this, Nardos (2000: 87), points out, “In active learning, the learners have a marked degree of freedom and control over the organization of learning activities; usually these activities involve problem solving, inquiry and investigational work”.

Similarly, Aggrawal (1996) has mentioned, the basic purpose of education is to enable the learners to adapt him/her in a society, which is full of problems. Not only social life is full of problems but there are also problems and puzzling situations, which are normal features of a child's every day life in school as well. Therefore, it is very important that problem solving skills should be encouraged in school learning.

Hence, the main theoretical background that led the growth of active learning as stated by Nunan (1988:11) "... signifies a paradigmatic shift from the transmission model of teaching to a process oriented, participatory model, seeing learners as active agents in their learning and teachers as researchers of their work".

From the above arguments supported by different scholars, it can be realized that Active Learning is an essential element in education that has received a universal importance and it is a method of educating students that allows them to participate in class. It takes them beyond passive learners and makes them to take some direction and initiative during the teaching learning process. In line with this idea, as many scholars (Bonewell, 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".

Therefore, the focus on active learning by the education and training policy of Ethiopia and the new English curriculum in particular is appropriate and timely. As a result, schools, higher institutions (colleges, universities) are intended to implement active learning properly.

Some local studies were conducted in relation to the implementation of Active-learning. Among them is the implementation of Active Learning, a case of Kotebe College of teacher education, by Tibebe Teklesadik in 2006. His major finding indicates that the magnitude of practicing active learning is very low. The other study conducted by Oli Negasa in the same year was entitled, the status of Active Learning Approach in the colleges of Oromia region teacher education. This study revealed that the use of active learning practice in the teacher education colleges varied. Still, another researcher, Yonas Amdemeskel conducted a case study on factors that affect the implementation of active learning in primary schools of West Harergie. The researcher reported that large class size, shortage of instructional materials, lack of skills in selecting variety of methods and lack of awareness on what active learning is, are the major factors that affect the implementation of active learning in primary schools.

Moreover, Taye Geresu conducted a study on perceptions and practices of Active learning at Dilla University in 2008. He assessed the instructors' and students' knowledge and experience or their awareness about active learning and he reported that both instructors and students perceived active learning positively. He also indicated over all assessment and discussion between the instructors and the students is needed for effective implementation of active learning. Therefore, it is with this information the researcher is initiated to assess the beliefs of teachers' and students' towards active learning which were not investigated by the previous researchers. On the other hand with respect to the roles and responsibilities teachers' training colleges are expected to play, different research findings indicate that there is a gap between theory and practice. In other words, a lot has to be done to fill the gap and bring effective active learning implementation. Hence, it seems apparent to carry at this study to bring effective active learning implementation in the teachers' training college.

1.2. Statement of the Problem

Traditionally we think of the classroom as the place where the teacher knows and students do not know, and their reason for being there is to "find out" ICDR (1999). However, the active involvement of the students in the classroom and outside the classroom enables them to develop critical thinking skills. Supporting this, Nardos, (2000:24) explains, "Active learning enjoys, offers opportunity for progress, and thereby fosters positive students' attitudes towards the subjects".

Thus, active-learning leads to effective teaching-learning to bring about the expected behavioral change. This is because the education and training policy and the existing curriculum of Ethiopia call for active learning (Lue, 2000).

To attain the implications of the new education and training policy, and to bring about a paradigm shift in the education system of the country, the Teacher Education System over Haul (TESO) has been adopted. One element of this model is the adoption of Active learning to the teacher education program. As a result, TTCs have been considered as targets and agents of the paradigm shift in the education system of the nation envisaged by MOE (MOE, 2003).

So one of the tasks of the teacher education institutes is to prepare teachers who will be able to promote active learning and to develop problem solving skills through a learner centered approach and who practices democratic principles in classroom interaction (MOE, 2003).

The English language teacher education program is not exceptional. It should be turned to Active learning approaches. English language teacher educators should prepare the would be teachers in active learning mode. They should help them learn teaching English by actually being involved in teaching and exploring the teaching process themselves so that would be teachers can apply the same active learning approach in their future career.

Contrary to this, the researcher of this study is in doubt whether or not the understanding of the paradigm shift in the methods of instruction that have been introduced recently to teachers training colleges are well understood by English language teacher educators and prospective English teachers. As to the researcher's experience, English language teacher educators who are conducting training might have been interested to teach in the way they have been taught while they were at schools or higher educations. In addition, some of them might also think active learning is only the use of group work in their instruction and practice it daily.

In other words, there are some constraints which can impede the proper implementation of active learning. Some of the factors come from the pressure of the syllabus, improper classroom organization and management, lack of trained teachers, perceptions of active learning, the problems connected with teachers and students (Plass, 1998; Lue, 2000; Bone Well and Eison, 1991).

Teachers and students bring their own beliefs and experiences to the classroom. Research on teacher beliefs indicate that teachers possess complex beliefs about pedagogical issues including beliefs about students, language learning and teaching, about themselves and the classroom practices in general (Borg, 2001).

In addition, there is a growing body of evidence to indicate that teachers' roles are highly influenced by their beliefs, which in turn are closely linked to their values and the conceptions of their place with in it. These had greater influences than teachers' knowledge on the way they planned their lessons, on the kinds of decisions they made and their general roles and classroom practices (Pajaras, 1992).

In support of the above idea, Williams and Burden (1997:55) write, “Beliefs found to be far more influential than knowledge in determining how individuals organize and define tasks and problems and were better predictions of teachers’ behavior in the classroom”.

On the other hand, in the classroom context, second or foreign language students may hold strong beliefs about the nature of the language under study, its difficulty, the process of its acquisition, the success of certain learning strategies and their own achievement and teaching methodologies (Breen, 2001 cited in Bernat, 2005). Hence, the students’ language learning beliefs influence the actions they take to learn a second or foreign language.

In summary, beliefs and actions are interrelated, that classroom practices of both teachers’ and students’ are influenced by their beliefs. In line with this idea Pajaras (1992) stated, “All individuals will have to choose and behave according to incompatible beliefs”. Hence, it seems imperative to investigate both teachers’ and students’ beliefs and practices regarding Active learning.

1.3. Objectives of the Study

The purpose of this study was to investigate the teachers’ and students’ beliefs and practices towards active learning in EFL classes of Debre Markos College of Teacher Education.

To achieve the main purpose, the specific objectives were to:

- 1) Asses teacher educators’ and prospective teachers’ beliefs towards active learning.
- 2) Examine the extent of practicing different Active learning techniques in the EFL class room.
- 3) Explore the challenges/factors which affect the practices of active learning in EFL classroom.

To achieve the above objectives, the following research questions were formulated.

- 1) What are the beliefs of teacher educators’ and prospective teachers’ about active learning?
- 2) To what extent are the different active learning strategies practiced in EFL class room?
- 3) What are the factors that may affect the practices of Active learning in EFL classrooms?

1.4. Significance of the Study

These days active learning is supposed to be given a top emphasis in the process of learning and teaching especially in language classes. Accordingly, the result of this study is believed to be useful in the following aspects.

- 1) It might help MOE, Amhara Regional Education Bureau and Teacher training colleges to design available strategy, which can promote the implementation of active learning in the teachers' colleges.
- 2) It might help teachers, principals, curriculum developers to prepare materials by considering the implementation of active learning.
- 3) It may also motivate those who are interested in carrying out research on this issue or other dimensions of the area.
- 4) It would be of a paramount significance for learning in general and language learning in particular.

1.5. Delimitation of the Study

The researcher believes that it would have been better to conduct the study in a wider scope. Nevertheless, the limited time and other resources do not allow doing so. Hence, the study was delimited to EFL classes of Debremarkos College of Teacher Education.

1.6. Limitations of the Study

Some of the challenges that encountered during the study were lack of cooperation among the subjects of the study, shortage of time and lack of the necessary materials written with respect to the topic understudy. Moreover, the researcher had initially planned to audio record the interviews. However, this plan was abandoned later on as the subjects were found to be reluctant to be recorded. Despite these limitations, however, the researcher has attempted to make the study as complete as possible using unreserved effort.

1.7. Definition of Important Terms

Belief: refers to what a person thinks to be true no matter whether it is true or untrue or appropriate or faulty.

Perception: refers to awareness or the way any event in the world and the world itself looks, sounds feels, tastes or smell to an individual.

Active learning: any thing that students do in a classroom other than merely passively listening to an instructors' lecture.

Prospective teachers: the would be teachers or student teachers who are attending the training in the teacher's college

Teacher educators: instructors who teach/train the would be teachers/trainees in the teacher's college.

Implementation: is how teaching-learning activity put into practice in/out of a classroom by teacher educators and prospective teachers in the teacher's college.

1.8. Organization of the Study

The study comprises five chapters. The first chapter deals with the problem and its approach, consisting of background of the study, statement of the problem, objectives, significance, delimitation, limitations and definition of important terms. Chapter two focuses on the review of related literature and chapter three deals with research design and methodology. The fourth chapter presents analysis and discussion of the data. Lastly, in chapter five, brief summaries of the findings, conclusions and possible recommendations were provided.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter focuses on review of related literature and research findings which lay conceptual framework of the instructional approach in general and active learning methods in language classes in particular. It discusses instructional methods, the concepts and practices of active learning and factors that hinder the effective implementation of active learning.

2.1. Notion/Philosophy of Instructional Approaches

Instructional notions, in the contemporary literatures, we find two general notions as the basis of knowledge in general or learning of the individual in particular. These are positivist and constructivist epistemologists.

According to Lue, (1998), positivist epistemology assumes that knowledge exists separately from the learner. It explains knowledge as a fixed and belonging to separate areas out there. According to this outlook which believes that knowledge is outside there, the room for interpretation on the part of the individual or the learner is very little because knowledge is seen as being primarily fixed or stable. In this notion, the learner's task is to absorb or memorize facts or pieces of information usually taken from academic disciplines for repeating them. There is less emphasis on linking facts and making a coherent and meaningful whole. The teacher's task is to repeat or give prescribed pieces of information from the syllabus or text book as sufficiently as possible. This usually means using pedagogy of rote learning or "chalk and talk" instead of employing two way communications (Ibid).

On the other hand, a constructivist epistemology assumes that knowledge is produced, constructed and made meaningful, through interaction between the individual or the learner and the world around him/her. This interaction leads to interpretation, understanding not just memorization. For the constructivist, knowledge is defined as temporary developmental, socially and culturally mediated, and thus non objective (Ibid). Schwandt (1994) stated that knowledge and truth are created (existed in the mind of the individuals, but not discovered by mind. Carspecken (1990) also add that all observation from the point of view of constructivism is affected by value and believe (value window) and the idea is that what we see is strongly

influenced by what we already value and is strongly influenced by what we already value and believe. Thus, constructivists assume that knowledge and meaning are acts of interpretation.

Thus, one can easily infer that the constructivist perspective emphasized on analysis and interpretation of the use of available facts in a creative, analytical or critical way rather than just observing them for the purpose of repetition or memorization.

The learner's task is to interact with the world around him/her to understand, think, make linkage, interpret, draw conclusions and communicate about what he/she is learning not just to absorb or accurately repeat information (ICDR, 1999).

In the same way, the teachers' task is to use classroom methods that encourage the pupils to be active as possible by analyzing and interpreting knowledge with active learning, higher order thinking skills, problem solving and communication based method in their teaching. Dary and Terry (1993) also elaborate the belief of both positivists and constructivists as:

According to positivists, knowledge is external to individual and is viewed as not coherent body of ideas but it is proven and factual. Here, the major intent of teaching is to transfer this knowledge from the teacher to the student. Whereas, as to constructivists knowledge is considered to be internal to the learner and the linkage among ideas and learners from what is learned and from previous experiences construct theories. Accordingly, the intent of teaching is facilitating the learning environment for learners (p. 88-89).

To sum up, a conceptual analysis of the various philosophical ideas underlying the use of instructional approaches is very vital to curriculum designers, textbook writers and classroom instructions. Because, directly or indirectly these perspectives influence the theories or concepts of instructional material developers, and the methods used by classroom instructors.

2.2. Classification of Instructional Methods

Different scholars use different types of classification when referring to teaching methods.

According to Borich (1988) this is made on the basis of:

- a) Source of knowledge: i.e. who is the center of knowledge?
- b) Role of the teacher: i.e. is the teacher a stage settler or information provider?
- c) Role of the students: i.e. are the students' active listeners or active doers?
- d) Mechanism of evaluation: i.e. is the evaluation system subjective or objective?

According to (ICDR, 1999) the following are among the common classifications of instructional methods.

- Teacher centered versus student – centered method
- Direct instruction versus indirect instruction
- Conventional versus non-conventional methods
- Traditional versus non-traditional method

Though these classifications of instructional methods use different terminologies, mostly they have similar conceptual frame of reference, i.e. the degree of students' participation in the instructional process is the common base of all these classifications.

Despite the variation in names it is witnessed that these terms have common feature for their classification. It is, therefore, worth mentioning that these terms are implied by the terms teacher-centered versus student centered (active learning) methods in this paper.

2.2.1. Teacher-centered Instructional Method

This method gives the priority role and responsibility to the teacher. The teacher was the center of classroom activity. It was thought that the teacher holds most of the knowledge necessary for students to be successful (ICDR, 1999; Frazee et al, 1995; Eggen and Kauchax, 1996).

Similarly, Borich (1988:138) described teacher-centered instruction as follows:

Teacher-centered instruction refers to academically focused; teacher directed classrooms using sequenced and structured materials. It refers to teaching activities where goals are clear to students, time allocated for instruction is sufficient and continuous, coverage of content is extensive, the performance of students is monitored, and feedback to students is immediate and academically oriented.

Moreover, the teacher plays a primary role in structuring content, explaining it, and using examples to increase student understanding. In this model the teacher used “chalk and talk” or other methods of teaching in which the teacher is active and the students passive. She/he either writes notes on the board, which the students passively copy in their exercise books, or the students memorize the information from their textbooks (Ibid).

Moreover, Borich explained that skills are taught by the teacher's telling, describing, demonstrating and explaining the desired technique, step by step in their attempt to master the techniques through drills, proactive and recitation.

In this model, teaching takes pre-dominant role over learning. Indeed, pupils are assumed to be "Empty vessels" that have to be fed by the teacher. (Plass, 1998; Lue, 2000). Accordingly, the teacher will do most of the talking and it is the student's duty to what the teacher has to say, commit it in the memory and repeat it during recitation period or in examination papers (Eggen and Kauchax, 1996).

Lastly, Macharia and Waria (1994:39) have summarized some essential characteristics of the teacher centered approach as follows:

- a- The teacher is more active than the pupils
- b- The teacher is active in explaining, monitoring and describing.
- c- The pupils listen passively while the teacher pours knowledge into them
- d- The main pupils' activity is listening and perhaps copying notes from the chalkboard.
- e- There is usually no group work.

In general, the teacher is taken as a knowledgeable person of the subject matter. In other words, the role of the students' experience have not been recognized and due to its different limitations, student centered method existed in the educational settings in general and language teaching in particular.

2.2.2. Student-Centered Method

Learning is an active process to the extent that the learner is an active partner throughout the activity, within the class and outside the classroom. In line with this, Silberman (1996:9) states, "When learning is active, students perform most of the activities of the works, use their brains analyzing ideas, solving problems and applying in their daily life what they have learned."

Temechegn (2002) also explains student centered learning that whether or not a given activity is learner-centered depends on largely on who is in charge; who decides what should be learned; who should learn it; what methods and resources should be used and how the success of the effort

should be measured to him, and to the extent that the learner makes those decisions. This method promotes active involvement of the learners.

Teaching guided by a learner-centered perspective can enhance students' motivation to learn and more important to their actual learning ICDR (1999). It is to mean that learner centered instruction is critical to the creation of optimal learning climate at all levels of the system and for all participants. As it is stated in (MOE, 2003), when learning is planned according to the students' needs, it provides opportunity for them to learn most particularly in language classes, many activities should be carried out by the students. In relation to this, Sesnan (1997:9) describes, "The best way to learn a language is to use it. In class, this means practicing language all the time". The central issue is fostering reflections, autonomy and active learning of the learners.

In other words, learning is most meaningful when topics are relevant to the students' life, needs, and interests and when the students themselves are actively engaged in creating, understanding and connecting it to knowledge. According to Brown (1994), students will have a higher motivation to learn when they have a real stake in their own learning.

To sum up, in learner-centered instruction, the learner has responsibility for his or her learning, the content is relevant and meaningful, the involvement and participation of the learner are mandatory and the teacher acts as a facilitator than a controller.

2.2.2.1. Definition and Concept of Active Learning

Active learning is a form of learning that directly engaged the student in the learning process. It is an approach that gives a due emphasis to the learner to be an actor in learning and searching solutions rather than to be dependent only on the teacher (Silberman, 1996). Even though all learning is in some sense active, but active learning refers to the level of engagement by the student in the instructional process. An active learning environment requires students and teacher to commit to a dynamic partnership in which both share a vision of responsibility for instruction (Capel, 1995).

According to Chet et al (1993) active learning is derived from two basic assumptions that:

- 1) Learning is an active endeavor and
- 2) Different people learn in different ways

From these assumptions active learning according to these scholars refers to techniques where students do more than simply listen to a lecture. Students are doing something including discovering, processing and applying information.

In addition, Bone well and Elison (1991) defined active learning as any strategy that involves students in doing things and thinking about the things they are doing. In other words, active learning is a shift from passive transfer of information to the active problem solving.

In an active learning environment the students should gain a sense of empowerment because the content presented and ideas discussed are relevant to their experience.

Supporting the above ideas in ICDR (1999), it is explained that in active learning students not only receive information from lectures and books they also collect information, record it systematically, discuss it, compare it, analyze it, draw conclusions from it and communicate about it.

Similarly, Squazzin and Graan (1998) explained that learner-centered (active-learning) is a social process that puts an emphasis on collaboration and the exchange of ideas, experiences, values and attitudes. It is a negotiated process where our understanding expands through interaction and active engagement with others.

In line with the above idea, Good and Brophy (1990) cited in Eggen and Kauchax (1996:56) stated:

Current research focuses on the role of the student, it is recognized that students do not passively receive or copy information from the teacher. Instead, actively mediate by trying to make sense of it and to relate it to what they already know about the topic. Thus, students develop new knowledge through the process of active construction.

According to Lue (2000) and Plass (1998) previous knowledge and experience are crucial in active learning since they help to construct knowledge. The role of the teacher is creating conducive environment for learning and offering guide, stage setting, facilitating, observing and evaluating his/her students in a more objective way. He is also expected to design instructions that would lead students learning for understanding through debating, interrogating, discussing, creating and explaining. Thus, active learning brings comprehensive collection of instructional strategies together in one source (Silberman, 1996).

To sum up, the focus of active learning is the learner and not the teacher. Active learning promotes the notion that learners learn through active involvement in the learning process and through interaction with other people. Learners also need to form connections to the previous learned knowledge and experience.

2.2.2.2. Characteristics of Active-Learning

The active engagement of learners in different activities promotes learning in general and language learning in particular. In contrast with the traditional teaching, when learners learn through active learning, they can learn more content, retain the information longer and enjoy the class more.

Bonewell and Eison (1991) characterized active learning in the college classroom as:

- Students are involved in more than passive listening
- Students are engaged in activities, eg. reading, discussing, and writing
- There is less emphasis placed on information transmission and greater emphasis placed on developing student skills.
- There is greater emphasis placed on developing students skills
- There is greater emphasis placed on the exploration of attitudes and values.
- Students' motivation is increased.
- Students can receive immediate feedback from their instructor
- Students are involved in higher order thinking skills (analysis, Synthesis and evaluation)

2.2.2.3. Advantages of Active-Learning

Active learning instructional methods have numerous advantages in the teaching-learning process. One of the important aspects of this new model of teaching is that learning that goes in the classroom is “active” ICDR (1999). Active learning can't occur without the participation of students. In order to be creative, one should have high commitment, hardworking ability, enthusiasm, and confidence (Silberman, 1996).

Active learning clearly addresses the different learning styles of students, which many educators have realized. Principles of learning styles reveal that some students are visual, who like carefully sequenced presentations of information. They prefer to write down what a teacher tells them and

they are quite in the classroom and seldom distracted by noise. But the auditory learners do not bother to look at what a teacher does or to take notes. They rely on their ability to hear and remember whereas, kinesthetic learners learn mainly by direct involvement in the activity. They tend to be impulsive, with little patience. They want to move about and do. Thus, different active learning methods create the best match for students with different learning styles (Ibid).

Generally, the assumptions and importance of active learning is summarized as follows:

- Teaching is effective only when students are learning
- Learning is effective only when it is meaningful to students
- Learning becomes meaningful when students can use it, connect it to their lives or actively participate in it.
- Active learning encourages students to use higher order thinking skills and move away from the extensive use of lower order thinking skills.
- It encourages students to communicate effectively about what they are doing and what they are learning.
- It prepares 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.
- It prepares the learners for participation in a democratic society. (ICDR, 1999)

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 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 learners' decisions. That is, 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.

Active learning techniques transform the teacher from imparter of knowledge to facilitator, co-learner and the students into collaborators. Students understand and retain the material much more effectively when they participate in the learning process. They learn to question and challenge information presented, develop creative solutions, work collaboratively, communicate their ideas, and effectively critique themselves and others.

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 would 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.

2.3. Research Findings in Active Learning

Research findings consistently have shown that the traditional (teacher-centered) method, in which the teachers talk and the students listen dominate higher educational institutions: colleges universities and even widely practiced in the schools. In connection to the significance of active, participatory learning, Chikering et al, (1987) cited in Bonwell, (2003) suggest that students must do more than just listen. They must read, write, discuss or engaged in solving problems. In other words, to be actively involved in learning, students must engage in such higher order thinking skills/tasks as analysis, synthesis and evaluation.

Research evidences show that active learning plays a significant role in the teaching/learning process (Orlich et al, 2001, Breslow, 1992, Bonewell and Eisen, 1991). Likewise, Smylie et al, (1999) found out that an active learning orientation towards one's teaching helps to recognize and

solve the dilemmas teachers face since the learner is at the center of thinking. Without such an orientation, he concluded, teaching becomes primarily a technical endeavor, one that is more concerned with teacher behaviors than with student experiences and outcomes. Spring et al's study (1994) (cited in Breslow, 1999) on the effect of active learning on achievement, persistence and attitudes among undergraduates in the university of Wisconsin showed that students learned in active learning methods demonstrated greater achievement, persisted to a greater extent through courses and expressed more favorable attitude towards their courses than who learned in other methods.

An experimental study of Pellegrino et al (1999), cited in Grabinger (1996), revealed that the attitude of students, who learned in active learning methods towards mathematics improved and believed that maths was more fun and interesting than the control groups. Moreover, Stoiber's (1991) study cited in Grabinger (1996) found out that active learning strategies in teacher education programs are more effective in developing reflective teachers than conventional instruction.

Other studies show that strategies promoting active learning are found to be superior in promoting the development of students' skills in thinking and writing (Bonwell and Eison, 1991) and address different learning styles as active learning requires the use of many different learning strategies (Orlich et al, 2001).

Another researcher (Grinder, 1991 cited in Silberman, 1996) stresses on different styles of learning. He points out that in every group of 30 students, an average of 22 are able to learn effectively as long as a teacher provides a blend of visual, auditory and kinesthetic activity through active learning technique. The remaining 8 students, however, prefer one of the modalities unless special care is taken to present it in their preferred mode. This implies that in order to meet these learners' needs, teaching has to be multi-sensory and filled with variety, which is possible through active learning.

In general, different research findings indicate that active learning plays numerous roles active learning plays numerous roles and increases students' achievement. Specially, for language learners active learning plays an important role to increase their language proficiency.

2.4. Active-Learning in Ethiopian Education Context

In the curriculum reform initiated in 1994, major changes have taken place after the adoption of the new education and training policy. One of the changes is the paradigm shift in the model of teaching and learning. It includes the shift from the traditional passive learning to the new model of participatory active learning. In other words, the shift is from positivist to constructivist epistemology which involves a shift from learning through memorizing and repeating information to learning through discovery, analyzing, problem solving and evaluating to create understanding and new knowledge. As a result, the instructional approaches like active learning approach, student centered method, and problem solving, discovery learning and student sensitive learning, the use of higher order thinking skills have been introduced (Lue, 1998).

In the same way, in the teacher education system, there have been continuous changes in the curriculum and teachers' profile since the new education reform in the country. Particularly, at present the teacher education program is guided by the teacher education system overhaul (TESO) document (MOE, 2003). This document states that in the teacher education program, rote, passive learning has to be replaced with active, learner focused education. It advocates a teacher Education system that develops and includes higher order thinking skills in graduates and it emphasizes as teachers are essentially agents for positive societal change.

Moreover, this document strongly criticizes the previous teacher education system (traditional), where the practices of teaching and instructional methods have been treated in theoretical way. As a result, according to the document, it has produced teachers who although well grounded in their subject knowledge are not necessarily good at teaching in schools using active learning methods.

Hence, its intention is to prepare language teachers who can confidently teach using active-learning approach and the development of problem solving skills through a learner centered approach, using a curriculum where content and methods are integrated. In this assumption, teachers must be able to use a range of teaching strategies including active, student-centered learning and thus, be able to select strategies according to students needs.

To sum up, even though the Education policy advocates active learning, in real situation, however, there is an epistemological separation between theory and practice. Thus, teacher

education needs to model classroom teaching skills and methods that reflect and goes in line with new education and Training Policy.

2.5. Active Learning and Teacher Education

Scholars have suggested that, if education is to be successful, next to curriculum, teacher education is of special significance, to maximize the development of changes in education (Smith, 1987). Teachers need the opportunity to develop shared goals, expectations and beliefs about what good teaching is and how to carry out instruction.

Successful systematic reform depends on more than improved teacher knowledge and skills; it requires changes in values and beliefs of acceptable professional practices and students achievement ability {Richards, 1990}.

Bruner (1996) suggested similar views related to teachers' competencies and training. He mentioned about the general areas of the teachers' competence related components of theoretical knowledge, about learning and human behavior, master of that required practical application in concrete situation curricular arrangement, knowledge of general and specific methods of teaching.

In addition, Kakkar (1995) stressed that the teacher is increasingly becoming the focus of interest because of the key role he/she plays in the delivery of quality education. Similarly, Squazzin and Graan (1998) have pointed out that good and effective education in the classroom demands a well-prepared competent teacher (both academically and pedagogically) on selection of best teaching strategies, activities and materials to achieve the objectives.

If teachers are to be successful with a new educational innovation, they have to get adequate practical training that can lead them to success. As Nunan strongly remarked; "It is insufficient simply to throw teachers together without giving them opportunities for developing the skills they need to success" (Nunan, 1992:6-7). He ascertained that any educational innovation can succeed if "Teachers possess or are given skills appropriate to the innovation" (Bailey et al, 1996:15).

Thus, the education and training policy of Ethiopia emphasized new pre-service training packages which are strongly practice oriented, at all levels of training, so that graduating teachers

attain the necessary skills and a positive attitude in the application of a variety of methods (ICDR, 1999).

Generally speaking, teachers at the college level, especially English language teachers should possess the desired knowledge, skill and attitude, which enable them to apply active learning approach.

2.6. The Practice of Active Learning in English Language Teaching

The present day foreign language pedagogy has come through a number of theories and methods designed through time. It used to happen that as one was reported to be inadequate, another method took the turn. Doing same critique on the existing approach, innovations were introduced; adaptations were made where believed necessary. It seems recognizing these ups and downs that Richards and Rodgers (2001), Stern (1983) and Howatt (1984) un-anonymously state that attempts which have been made so far, though promising, failed to meet ultimate solution for effective EFL learning.

In other words, English language teaching methods vary from Grammar translation which focuses on lesson organized around grammar points (Richards and Rodgers, 2001) to Communicative language teaching method which plays systematic attention to functional as well as structured aspects of language (Littlewood, 1981).

In Grammar translation, the focus is on form than meaning. In contrast, CLT marked a new phase in foreign language teaching since it begins from what the language does; not from what it is (Richards and Rodgers, 2001). In CLT, the main concern is on how to use grammatical rules to produce a meaningful language. In short, the target of CLT is communicative competence (Brumfit and Johnson, 1979 and Savignon 1983 in Richards and Rodgers 2001).

In CLT classroom, the learners are not passive recipients, rather they are active participant. In line with this Breen and Candlin (1980), cited in Richards and Rodgers 2001, describe the learners' role in CLT as follows:

The role of the learner as negotiator between the self the learning process and the object of learning emerges from and interacts with the group and within the classroom procedure and activities which the group under takes. The implication

of CLT for the learners is that he should contribute as much as he gains and there by learn in an interdependent way (p. 110).

On the other hand, the teacher on his part is an initiator of situation which engages learners in language production; a facilitator of the process of communication as well as participants of Learning Harmer (1991), Little-wood (1981), Larsen-Freeman (1986) and Richards and Rodgers (2001).

Unlike activities in traditional setting, communicative activities are meaningful, motivating and purposeful. In line with this idea, Richards and Rodgers (2001) explained that authentic tasks enable the learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning and activities are promoted which in turn develop learners abilities to monitor the language as well as provide opportunities to engage them in using real communication.

To sum up, CLT advocates active learning or student-centered learning. Hence, according to the discussion above, CLT and active learning have similarities with respect to the role of the teacher and the students play in the classroom. And it can be said that the underlying methods logical assumption of CLT goes in line with active learning method. Therefore, all schools, universities and colleges are intended to implement active learning in foreign language classrooms in the context of language learning.

2.6.1. The Role of Teachers and Students in Implementing Active Learning

Both teachers and students play their roles in implementing active learning during the teaching-learning process.

2.6.1.1. The Role of Teachers

Many educators have strictly underlined that teachers play crucial role in the implementation of active learning. Pertaining to this issue, Lue (2000) has stated that teacher's practices in active learning approach is to use classroom methods that encourage the students to be as active as possible by analyzing and interpreting knowledge through higher order thinking skills.

Moreover, in active learning classroom teachers should offer their students options and choices in their work. In addition, teachers should reject the common practices of telling the students what

to do, rather engage their students in their interest and invite them to participate in activities that allow them to be involved in decisions about their learning.

The teacher must guide and manage the activities and he/she must make sure that all pupils are working productively on the activities and must monitor the progress of all pupils (Callahan et al, 1988). In addition, the teacher has to structure the classroom so that students and teacher can share in the control of their environment.

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 with their social cultural context.

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.

2.6.1.2. The Role of 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. Hence, students bring their own set of beliefs and values, their culture, ethnic and social backgrounds, their world knowledge (Plass, 1998). They also bring their learning styles and strategies, their personal interests, their likes and dislikes, their knowledge of and attitudes towards institutions, towards teachers, towards the target language. Furthermore, they bring their desire and willingness to communicate (Tudor, 1993).

Moreover, according to Silberman (1996) the roles of students that need to be performed in the classroom are: shares his /her prior experience, distinguishes between objectives, makes inner speech, takes initiative, choose and make decisions about activities they will engage in, participate in learning activities of their choice, perform activity based learning, use teachers' information or feedback to improve their work, and reflect on their learning, the process of learning, problems etc.

Generally, to learn the language effectively, the students should perform their roles appropriately, they need to reorganize their potential to contribute meaningful to the shaping of their learning program, and they should have the willingness to accommodate their potential in learning the language. They also need to be actively engaged in learning either individually or in groups in order to understand what they are expected to know.

2.7. Active learning and Continuous Assessment

Continuous assessment is the process of assessing individual learner's performance throughout the course of instruction. According to Puhl (1997), continuous assessment is more formative means of assessing learners that give an opportunity for them to improve their performance. It is used as the process of gathering and integration information about learners shifting from judgmental role to a developmental role. It provides regular information about teaching, learning and achievement of learning objectives and competencies. It allows the teacher to assess performance-based activities in a classroom environment if employed properly (ICDR, 1999).

Hence, it is worthwhile to look into different assessment techniques from the perspective of scholars as Puhl (1997) listed, some continuous assessment devices includes: portfolios, progress cards, interviews, dramatization, learner profile and teacher observation. Generally, the assessment techniques should facilitate active learning.

2.8. Major Techniques of Active Learning

Effective teaching depends on the use of different active-learning strategies in the teaching-learning process. Though there are lots of strategies to implement active learning in classrooms, some of the commonly used in EFL classes will be discussed in this section.

1) Pair-work

It is one of the active learning techniques/strategies commonly used in EFL classes to promote interaction. Through interacting with other pairs, students can be given opportunity to draw on their linguistic resources in a non threatening situation and use them to complete different kinds of tasks. As a result, their linguistic and communicative competences are developed (Richards and Lockhart, 1994).

2) Group-work

It is one of the best ways of encouraging active learning by arranging the learners work together in group. The use of group work activities is another frequently cited strategy for changing the interactional dynamics of language classrooms. In other words, it allows every participant to speak, to share personal views and develop the skill of working with others/collaboratively (Richards and Lockhart, 1994). Successful group work activities involve decisions about group size. The optimum size for group work needs to be determined based on the kinds of task students are carrying out. If the group is too large, students' interaction is affected. Moreover, the purpose, and the roles needed by the group members should be made in advance (Ibid).

3) Brain Storming

This technique helps to generate diversified ideas bearing upon particular topic or issue. Just as many drops of rainfall during a rainstorm, many different ideas will be generated during brain storming session. This can also be used to help the teacher find out what the students know about a topic so that the teacher can adapt the lessons to their prior knowledge and understanding. Moreover, it enables the learners to assess their minds freely, provides immediate feedback and provides an opportunity to hear other's view (Kyrincou, 1998).

4) Role-playing

It is a method of acting out an imaginary real life situation in the classroom. Role-play involves pretending; we ask the students to imagine that they are some one-else (a tourist, a teacher etc). It is an all absorbing activity in which initiative, fore thought, control and skill can be exercised in full measure. Moreover, it enables the learners to see the reality in the eyes of others which makes learning interesting and enjoyable (Byrne, 1987).

Generally, it is used to show how English can be useful to the learners to deepen their social relations in real situations and also to practice leadership.

5) Discussion

It is one of the important active learning strategies in the Classroom. Discussion involves the exchange of ideas between students on a given topic or topics whether it is formal or informal, large group or small group, it can be an effective strategy that promotes student involvement (Byrne, 1987). However, it is effective when students are managed and organized well.

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

6) Problem Solving

Problem solving is a process of producing or closing a perceived problem gap. In line with this, (Aggrawal, 1996) states that teachers and students attempted to invest a conscious, purposeful, planned effort to arrive at a solution for the problem they encountered.

According to Lue (2000), problem based learning is derived from the conviction that the learner is an active and creative individual with the will and ability to seek knowledge and self development. In working with the problem, students can formulate hypothesis, gather relevant data and organize the data to arrive at a conclusion.

7) Peer-Teaching

According to Bennet (1996), peer teaching is a participatory, active and democratic strategy integrated into the students' own experience that results in deep learning. It involves occasional use of students in the class who have experiences because of their good background in a particular area. It is also important that each group or member benefits from each other's activities, sharing the experience peer teaching can solve the problem of large class size and it may release instructor's time for personal research or for producing resource based learning materials.

Debating

As it is explained by Chet et al, (1995), debating is an organized discussion on a controversial issue. Students are divided in to two groups each supporting "a side of" the issue the student who are "for" and those who are "against". Each group has a leader and supporters. There is also a chairperson, who keeps order during the debate. Each side presents its argument in an organized, clear and intelligent manner. Then, the chair person decides on who has won. This is decided by judging who has made the strongest logical arguments and who has refuted the other side's arguments most successfully. It is used in language classes to promote the speaking skill of the learners

8) Story-telling

Story-telling activities can promote interest in the process of learning. The learner tells the group about an event, fact or fiction as opposed to reading it aloud to students (Sesnan, 1997). It is a good way to start or encourage students speaking at the beginning of every week, or at the beginning of every lesson.

Students almost enjoy listening to stories. They recognize that they belong to 'real life'. And they listen with attention because they want to know how the story goes and how it ends (Byrne, 1987:68). If the learners get a chance to be involved in story telling, even the shy learners participate actively in language learning.

9) Project Work

Project work is a natural 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 text books do not (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 tasks. Also get them to look at magazines to see what they contain and how are organized (Byrne, 1987).

10) Question and Answer

This technique, according to Silberman (1996), is mostly used as a way of producing students and instantly testing comprehension. There are some simple ways of questioning techniques which increase student involvement and comprehension.

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

2.9. Knowledge and Attitude on Active Learning

For the effective implementation of Active Learning, positive attitude and sound knowledge and skills in the area are very important. In this review the knowledge and attitude of teachers' and students' will be discussed below.

Teachers or instructors have a thorough understanding of the nature and characteristics or the appropriate teaching-learning methods to be used in conjunction with curricular materials (ICDR, 1999). But some teachers are not interested to implement active learning with the grounds that it takes extra time in planning and preparation of lessons. The belief persists that active learning takes too much time and covering the content/portion is impossible. Even they come to the conclusion that active learning is nice in theory but unrealistic in practice. This leads to negative reactions towards implementing active learning (Capel, 1995).

These misconceptions show that teachers have not understood as active learning enables them to spend more time with groups and individuals to give access to special needs of the learners to bring quality/learning.

On the other hand, students' knowledge and attitudes on active learning has its own effect in implementing Active learning to produce active and motivated individuals/learners.

On the contrary, in spite of contributions of active learning methods discussed earlier in this paper, the students may not have appropriate perception, and may develop negative attitudes for various reasons. For example, students may look uncooperative at the time of implementing active learning strategies. Because students are accustomed to the traditional instructional method where they are expected to listen attentively and try to memorize what has been learned for the purpose of examination. This on the other way leads them to develop negative attitudes and then the learners react due to their old assumptions (Darry and Terry, 1993)

2.10. Factors Affecting the Implementation of Active Learning

There are a number of factors that facilitate or deter the effective implementation of active learning in language teaching-learning process. Thus, some of these factors which can hinder the effective implementation of active learning instructional strategies are discussed below.

1) Teachers' and Students' beliefs about Active Learning

A belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment, further it serves as a guide to thought and behavior (Borg, 2001).



Beliefs play an important role in many aspects of teaching. They are involved in helping individuals make sense of the world, influencing how new information is perceived, and whether it is accepted or rejected (Ibid). Beliefs have been studied in several key areas of interest in English Language teaching.

When teachers and students meet for the first time, they may bring experience to the classroom that influences their practices in subtle ways (Brindley, 1984 cited in Richards and Lockhart, 1994). Hence, in this paper, how teachers' and students beliefs about active learning affect the effective implementation of active learning is discussed below.

a) Teachers' beliefs about Active-Learning

Teaching is a very personal activity, and it is not surprising that individual teachers bring to teaching very different beliefs and assumptions about what constitutes effective teaching (Richards and Lockhart, 1994). That is, teachers' beliefs and attitudes about learning and teaching are key factors that affect classroom behaviors. In support of this assumption, Ulihny (1996) underlined "Teachers' planning and executing classroom activities are guided by their system of belief and attitudes, P:179".

The teachers' beliefs and their whole personality are shaped by their past teaching and learning experiences and the educational culture of the society. Silberman said, "... Teachers tend to teach the way they have been taught and the chalk and talk model is what we all grew upon..." (1996:10).

To sum up, there is a strong tie between teachers' beliefs about active learning and their effort in implementing it. Their positive beliefs facilitate learning/teaching in the EFL classroom, and their negative beliefs hinder effective teaching/learning.

b) Students' Beliefs about Active-Learning

Learners too, bring to learning their own beliefs, goals, attitudes, and decisions, which in turn influence how they approach their learning (Wood, 1996). In other words, learners' belief systems influence the way they interpret learning within the classroom context (Richards and Lockhart, 1994). Many successful learners develop insightful beliefs about language learning

process, their own abilities, and the use of effective learning strategies, which have a facilitative effect on learning.

On the other hand, students can have “mistaken” uninformed or negative beliefs that may lead to a reliance on less effective strategies, result a negative attitude towards learning and autonomy (Victory and Lickhart, 1995 cited in Bernat, 2005).

As a result of various research findings that indicate learners hold both facilitative and inhibitive beliefs about learning in general and language learning in particular, promoting positive beliefs in the classroom and eliminate the negative ones is the primary concern of teaching. In support of this idea, Wenden (1986), cited in Bernat (2005), proposes that if we are to discover what characteristics successful language learning, we need to discover what students know about their learning and provide activities that would allow students to examine these beliefs and their possible impact on how they approach learning.

To sum up, regarding active learning, supportive and positive beliefs help to overcome problems and thus sustain motivation while, negative or and unrealistic beliefs can lead to decreased motivation and frustration (Ricahrds and Lockhart, 1994). In other words, learners’ preconceived beliefs affect the effective implementation of active learning.

2) Classroom Condition and the Physical Environment

The classroom condition hinders or facilitates active learning implementation. That is, their seating arrangement of students in the classroom hinders or facilitates the teaching-learning process. If students’ seats are moveable for flexible arrangement, they are helpful to maximize the use of active learning strategies. In such seating arrangements, students can see each other, interact spontaneously, communicate and learn with ease (Lue, 2000).

In addition, Clark and Star (1986) pointed out that the physical facilities of the classroom play an important part in setting the stage for instruction. A pleasant environment is an aid to learning when lighting, windows, temperature, ventilation etc. are appropriate. Also, availability of furniture in the classroom promotes/hinders the teaching-learning process.

The physical environment of a school/institution has its own contribution for implementing active-learning strategies effectively. That is, if there is availability of resource materials, library, laboratories, etc. the use of active learning can be promoted (Farrant, 1980).

It is confirmed that the physical environment (classroom arrangement, furniture arrangement, classroom appearance and lay out etc.) contribute a lot to impart active learning. A clean and well kept room with appropriate resources in evidence, electric, water and well wired rooms help to establish a positive expectation towards the lesson.

3) Large Class Size

According to Harmer (1991), Lue (2000), and Amare (1998), it is not suitable to provide different experiments and group works having many students in overcrowded classrooms. This hinders student follow up, student participation, teacher-student communication and feedback in the classroom. Thus, giving students enough attention and meeting the needs of every student; so as to engage actively in the learning process is very difficult. As a result, teachers behave that they cannot do practical activities, problem solving or other learner-centered approaches in overcrowded classrooms.

4) Organization of Teaching Modules

The organization of teaching modules has also great impact on the imparting of active learning. Most of the materials prepared by instructors are not suitable to carry out active learning. In line with this, Lue (2000) explains, teachers will often skip over the activities and go on to the next until they are pressed to get through the book to 'cover' or present all the information contained in the material/module. In other words, if the materials prepared are "overcrowded" by information or contents with very few activities and exercises this greatly hinders the creativity of the learners by their own and in turn hinders the implementation of active learning.

5) Shortage of Instructional Materials

Instructional materials have a great role in teaching-learning process in general and language learning in particular. Heinich et al (1996: 12) explain the roles of instructional materials are to:

- Improve the balance between concrete and abstract learning experience.
- Help students to integrate prior experience with the present varying from abstract to concrete;
- Ensure longer retention of the information, gained;
- Motivate the students to pay attention to the lesson; and

- Give opportunity to learn through engagement and immediate action use of all senses and muscles.

Therefore, learning lies not in reading and listening, but in action, performance and experience using different instructional materials (Aggrawal, 1996). However, in most colleges the lack of language laboratory, sufficient audio visual aids, models and different working materials even including shortage of learning modules account for the negative implementation of active learning in language classes.

Generally, instructional materials play a vital role by giving opportunity to the learners to learn by themselves from concrete and real materials. Furthermore, it enhances learners' participation through active engagement.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The main objective of this study was to investigate teachers' and students' beliefs and practices towards Active learning in EFL classes of Debre Markos College of Teacher Education. To achieve this objective, this chapter describes the research design, the sources of data and sampling technique, and discusses data collection instruments and procedures. It also deals with the methods of data analysis used in carrying out the research.

3.1. Research Design

The study attempts to investigate teachers' and students' beliefs and practices towards Active learning in DerbreMakos College of Teacher Education. Thus, descriptive survey is chosen as it enables the researcher to describe the current status of an area of study. In addition, the use of simple statistical tools and descriptive statements leads the design of this study to become descriptive survey.

3.2. The Sources of Data and Sampling Technique

The Source of Data

The study was conducted at DerbreMarkos College of Teacher Education. The area is convenient for the researcher to conduct the study, since the researcher can use the advantage of proximity to get collaboration from the college community. Moreover, there is no study that has been conducted on the topic understudy at the college. The sources of data were EFL Teacher Educators and third year Language Prospective teachers.

Sample Population

According to the information obtained from the department of language, there are 144 third year language students. Accordingly, 72 prospective teachers or 50% were included in the study. With regard to their sex, 40 of them were females and the rest 32 were males. Regarding teacher educators as respondents there are 13 English language teacher educators' in the college; all of them were included in the study (100%).

With respect to their qualification, 4 of the teacher educators are qualified in BA degree whereas, 9 of them are qualified with masters degree. Regarding the work experience of teachers, 3 of the teachers had an experience from two to five years, 2 of the teachers had an experience from six to ten years, the rest 8 of them served above eleven years. Concerning their teaching load, all teacher educators have teaching loads between 12-15 credit hours per a week excluding extension classes.

Sampling Technique

In order to get sample population, purposive sampling and random sampling were used in the study. Prospective teacher respondents were selected purposely from third year language stream for the study by using purposive sampling . These groups were selected on the assumption that third year students with five semesters stay in the college have better experience about Active learning implementation than first year and second year students. Then, among 144 students, 72 of them were randomly selected for the study using random sampling.

3.3. Instruments and Procedures of Data Collection

3.3.1. Instruments

Multiple sources of information are required because no single source of information can be trusted to provide a comprehensive perspective (Patton, 1990). To accomplish the objective of this survey study, therefore, three different sources of data collection instruments were employed: questionnaire, observation and interview. These instruments, without which the study would be incomplete, were appropriately used to elicit relevant information for the study under investigation.

3.3.1.1. Questionnaire

A questionnaire, which is a principal survey instrument, was used in this study. It was designed to reveal teacher educators' and prospective teachers' personal beliefs about active learning, the practice of active learning and factors that affect the implementation of active learning. Thus, two kinds of questionnaire were used; one for teacher educators and the other for prospective teachers. Due to shortage of time and to reduce confusions, the researcher decided to use only close-ended type questions. In addition to this, both types of questions were prepared in English language on the belief that both groups of the respondent can understand the items. Moreover,

since the questionnaire for the prospective teachers was administered by the researcher, it was thought that they can get more assistance by the time they filled in case they needed.

The questionnaire has four main parts each (for the teacher educators and prospective teachers). The first part of a questionnaire is intended to gather background information of the respondents.

The second part consists of items that intend to examine the Teacher educators' and prospective teachers' beliefs about active learning. The third part is about the practices of active learning techniques. In the fourth part of the questionnaire the respondents were asked about the factors which may affect the implementation of active learning.

In the second part of the questionnaire, respondents were required to rate the degree of their agreements or disagreement to each statement on a 5 point Likert scale from 5 (strongly agree) to 1 (strongly disagree) about active learning implementation. In fact, a likert scale was originally developed to measure the respondents' favorable or unfavorable attitudes towards the object of interest. However, as Bernat (2005) asserts, its scope has been extended to wider cognitive and affective variables including beliefs. That is why it is used in this study.

In order to test the reliability and validity of the questionnaires, first the questionnaires were designed; (some were adopted from Taye, 2008) and some were prepared by the researcher; the instruments were given to colleagues so as to get valuable comments on the items. Based on the comments obtained, necessary modifications were made and were given to thesis advisor, for further comments and evaluation.

Then the instruments were tried out in pilot testing which was conducted on 15 third year language prospective teachers (who are not included in sample respondents), and 5 English language teacher educators in the college where the study is undertaken. Later on, based on their responses and critical comments, some vague items in the questionnaire were revised. After the pilot test the questionnaires were administered to 13 English language teacher educators working in the aforementioned college and 72 prospective teachers, and all the papers were returned.

3.3.1.2. Classroom Observation

Classroom observation provides a clear picture of what the actual teaching-learning process looks like (Selinger and Shohmy, 1989). Lewy (1977:163) also notes “Observation is useful to indicate how the lesson is divided in a variety of activities such as; group work, individual work, role-playing, discussion and others.

As mentioned in chapter one, the main purpose of this study is to confirm whether the teacher educators’ and prospective teachers’ beliefs about active learning are reflected or observed in their actual classroom practices. It was, therefore, mandatory to involve classroom observations as a basic instrument.

Thus, the researcher herself designed a checklist. The items in the observation checklist were also commented by colleagues and evaluated by the thesis advisor so as to get constructive suggestions. This developed confidence on the part of the researcher in the foregoing investigation.

Although the observation was not video recorded or transcribed, the researcher recruited a co-observer because “Using multiple observers or teams can enhance the validity of observations, as researchers can crosscheck each others’ findings and eliminate in accurate interpretations” (Alder and Alder, 1994:381).

One of the objectives of the observation was to realize the extent of practicing the different active learning strategies in the classroom. During the observation, therefore, the co-observer ticked the checklist, and the researcher took notes and at the same time ticked the observation checklist items. After each observation, the two observers discussed what they observed and reached agreement. Accordingly, the three selected classes were observed three times each. As a result, a total of 9 observations were marked using the checklist for the purpose.

The checklist has five parts; the first part focuses on teacher educators’ activity; the second part on prospective teachers’ activity; the third part focuses on classroom condition; the fourth part on the use of instructional materials and the fifth part focuses on assessment.

3.3.1.3. Interview

As it is indicated by Selinger and Shohamy (1989), Best and Kahan (1989), interview is quite effective in giving information about the persons' perceptions, beliefs, feelings, motivation, anticipations and past and current behaviors. In other words, the use of interview allows gathering information, free response and flexibility that cannot be obtained by other procedures. Thus, it is believed to be the major instrument in collecting data related to beliefs of both students and teachers.

Therefore, in this study the main purpose of interview was to investigate the beliefs of both teacher educators' and prospective teachers' regarding active learning. In addition, to strengthen the reliability of the data, an interview was used to validate the information gathered through classroom observation and the questionnaire. Hence, in order to obtain more elaborated data, the researcher conducted interview with teacher educators and prospective teachers using five open-ended questions which are related to the beliefs and practices of Active learning.

A total of 3 teacher Educators (the observed ones) and 10 randomly selected prospective teachers from the sample subjects were involved in the interview.

3.3.2. Procedures of Data Collection

The researcher adopted five steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information and ideas on the topic. Second, objectives and research questions were formulated to show the direction of the study. Third, on the basis of the objectives of this study, the researcher designed three types of instruments and they were piloted.

Thus, the questionnaires for both respondents were first administered. This was because the investigator expected that distributing questionnaire before observation would help to identify the beliefs of the respondents. And after the questionnaires were collected, classroom observation took place to confirm whether the respondents' beliefs were reflected in their classroom practices. Then, the interview with teacher educators and prospective teachers was conducted, respectively.

3.4. Methods of Data Analysis

After identifying the research problems and collecting relevant information through the three varieties of instruments, the researcher categorized the data appropriately and interpreted them. Both quantitative and qualitative data analysis techniques were employed in this study. To analyze and interpret the data gained from questionnaire a quantitative method involving a simple data analysis; percentage, mean and grand mean were used because using “simple statistical measures such as percentages and means ... reduce the volume of data, making it easier to understand” (Kumar, 1999:223). Specifically mean and grand mean were used for ease of understanding. On the basis of peacock’s (1999) suggestions, the 5 point Likert scale questionnaire (related to beliefs of the respondents), have been collapsed into three by combining “strongly agree and agree” as one, and “strongly disagree and disagree” as one scale. This was done for ease of reporting.

The data obtained from observation checklist were also tabulated, analyzed and interpreted using percentage. This is because percentage enables to quantify the data to make it manageable and easy to understand. And the data obtained from the interview was analyzed descriptively.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis and interpretation of data and the major findings of the study. In doing so, the data collected through the questionnaire and observations are presented with the help of tables. The chapter is divided into two sections: analysis of the main data and discussion of the major results were presented.

4.1. Analysis of the main data

Under the analysis of the main data three main themes were analyzed in line with the basic research questions.

4. 1. 1. Presentation and Analysis of Data Obtained Through Questionnaire.

The teacher educators' and prospective teachers' questionnaire responses and average responses of beliefs about active learning, practices of active learning and factors affecting the implementation of active learning in their classrooms were calculated. The analysis of the data obtained from teacher educators' and prospective teachers' (see appendices A and B) is presented in the next parts of the paper.

Table 4.1: Frequency Distribution of Data Collected on Teacher Educators' Beliefs about Active Learning.

No	Items	1=Strongly Disagree		2= Disagree		3= Un decided		4= Agree		5 = Strongly Agree		$(\sum vxf)$	$\bar{x} = \frac{\sum vxf}{N}$
		F	%	F	%	F	%	F	%	F	%		
1	Teaching-learning is effective when it is based on previous experience.							7	53.8	6	46.2	58	4.46
2	Active learning enhances prospective teachers' level of understanding and involves them in problem solving.							6	46.2	7	53.8	59	4.54
3	I think Active learning creates opportunities to share experiences and encourage friendship among prospective teachers.							7	53.8	6	46.2	58	4.46
4	Active learning enhances self-confidence and independent learning of prospective teachers.							4	30.77	9	69.23	61	4.69
5	Students learn when they are actively engaged and interact freely.							7	53.8	6	46.2	58	4.46
6	I believe that Active learning approach creates a heavy load on the part of the teacher, thus it is difficult to implement.	2	15.38	6	46.16	-	-	3	23.08	2	15.38	36	2.77
7	Active learning makes students responsible for their own learning.							8	61.5	5	38.5	57	4.38
8	I believe the ownership of learning is with the teacher.	4	30.77	5	38.46	2	15.38	1	7.69	1	7.69	29	2.23

No	Items	1=Strongly Disagree		2= Disagree		3= Un decided		4= Agree		5 = Strongly Agree		$(\sum vx f)$	$\bar{x} = \frac{\sum vx f}{N}$
		F	%	F	%	F	%	F	%	F	%		
9	Students learn more when they discuss in groups with other students.							5	38.46	8	61.54	60	4.62
10	Active learning requires a lot of time and the course content better be covered through lecture.			4	30.77			6	46.15	3	13	47	3.66
11	Active learning creates frustration on students' learning.	5	38.46	6	46.2			2	15.4			25	1.92
12	The teacher holds most of the knowledge necessary for the students.	8	61.54	5	38.46							18	1.38
13	Active learning offers opportunities for progress.							9	69.23	4	30.77	56	4.31
14	Students' role in the classroom is only listening to lectures, note taking and response to questions upon request.			2	15.4			6	46.2	5	38.5	53	4.05
15	It is useful to have regular feedback about how to get on with classroom activities.			2	15.4			6	46.2	5	38.5	53	4.08
16	In my class, I think that a test at the end of each unit of study for the purpose of grading is the best strategy for assessment.	4	30.8	4	30.8	2	15.4	3	23	-	-	30	2.31
	Grand mean												3.65

As can be seen in table 4.1, sixteen items related to teacher educators', beliefs about active learning were provided. Accordingly, the respondents' beliefs towards these items were presented as follows:

Item 1 says "Teaching is effective when it is based on previous experience." It was supported by 100% of the teacher educators, 46.2% strongly agree, and 53.8 % Agree to this item. The mean value 4.46 is between the value strongly agree and agree which means the majority of teachers responded "I agree" to this item. This tends to show that the vast majority of teachers generally believe in the experiences the learners bring to the classroom has its own importance for effective teaching /learning process.

On the other hand, items 2, 3, 4, 5, 7, 9, 13 in the same table are supported by all the respondents. For instance, item 2 which reads "Active learning enhances prospective teachers' level of understanding and involves them in problem solving", the respondents replied 7(53.8%) strongly agree and 6(46.2%) agree, and the mean value 4.45 indicates the teacher educators' strong belief regarding this item.

With respect to the other item (3) that states, "Active learning creates opportunities to share experiences and encourage friendship among prospective teachers", the respondents reacted positively and it is asserted by the mean value (4.46) which is between "agree" and "strongly" agree. This reveals that all the respondents understood the role of active learning in promoting cooperation and share of ideas among prospective teachers.

Similarly, item 4 which says, "Active learning enhances self confidence and independent learning of prospective teachers", taking the mean of this item (4.69) into consideration, one could say that teacher educators strongly believe in the assumption.

Likewise ,in items 5, 7, 9 and 13 the respondents reflected their 100% agreement and this can be revealed in the mean values 4.46, 4.38, 4.62, 4.31, respectively.

By and large, on the basis of the teacher educators, responses to items 2, 3, 4, 5, 7, 9, 13, it seems possible to deduce that English language teacher educators believe in the advantages and assumptions of active learning.

Furthermore, in the same table the respondents were asked to reflect their belief on item 6 which states, “Active learning creates a heavy load on the part of the teacher, thus it is difficult to implement”. With regard to this, 8(61.54%), reflected their disagreement. However, 5(38.46%), agreed to this opinion. Hence, one can deduce that some teachers were notable to implement active learning due to the heavy work load it creates and over burdens them. During the interview teacher educators highlighted the shortage of time which is, however, required for implementation of active learning. Although the majority of teacher educators showed their disagreement, they were not observed implementing the different Active learning strategies.

On the other hand, in Item 8 which says, “I believe the ownership of learning is with the teacher”, the respondents were also asked to give their responses if they believe on this item. The majority of the subjects 9(69.23%), reflected their disagreement. Whereas, 2(15.38%) remained undecided and the rest 2(15.38%) agreed in this idea. This implies that most of the teacher educators believe that students can also be responsible for their learning.

With regard to item 10, majority of the respondents 9(59.15%) agreed in this issue, “Active learning requires a lot of time and the course content better be covered through lecture”. A significant number of respondents 4(30.77%), however, rejected this view. The mean value (3.66) which is nearer to “agree” (4) shows their agreement about the item. The observation and interview conducted also revealed that teacher educators frequently used lecture to cover the contents presented in the modules.

As it is shown in the table, all the respondents replied that they strongly disagree in item 14. The mean value (1.38) also shows their strong disagreement. This implies that students tend to be active in learner centered approach. Active learning changes the focus from teaching to learning, and from students acquiring and processing knowledge to students actively, independently and critically creating meaning for themselves (Silberman, 1996).

As indicated in the table above for item 15, almost all the sample teacher educators 11(84.76%) believed in the importance of giving regular feedback for classroom activities of students. But very few numbers of the subjects 2(15.4%) disagreed on this item. The mean value (4.08) confirmed their agreement. However, during observation mostly teacher educators were not observed while giving regular feedback.

Lastly, in item 16 of the same table, the subjects were asked their belief about this item which says, "In my class, I think that a test at the end of each unit of study for the purpose of grading is the best strategy for assessment". The majority 8(61.6%) replied "Disagree" and 2(15.4%) answered "Undecided" and 3(23%) reflected "Agree" respectively. However, during the interview they reported that 70% of the assessment is taken from tests and exams, instead of employing formative assessment. This reveals that the assessment technique does not facilitate active learning. In line with this, it is indicated in MOE (2003:16) as the role of teachers becomes more concerned with support for the learner, than being an inspector of knowledge; the function of assessment must change from being simple measuring mechanism to a more sophisticated method of helping the teacher to help the students learnusing formative assessment widely.

By and large, computing the grand mean of the items in this part seems desirable to indicate the results. The grand mean of the items in this table is 3.65, which means the teacher educators' reactions to the items were "I agree". And it seems possible to suggest that English language teacher educators have positive beliefs about active learning.

Table 4.2: Frequency Distribution of Data Collected on Prospective Teachers' Beliefs about Active Learning.

No.	Items	1=Strongly Disagree		2 Disagree		3= Undecided		4= Agree		5=Strongly Agree		Σvxf	$\bar{x} = \frac{\Sigma vxf}{N}$
		F	%	F	%	F	%	F	%	F	%		
1	Learning is effective when it is based on previous experience.			2	2.8	6	8.3	16	22.2	48	66.7	326	4.53
2	I believe that active learning enhances prospective teachers' level of understanding and involves them in problem solving			2	2.8	6	8.3	28	38.9	36	50	314	4.36
3	I believe that active learning motivates the students to learn			2	2.8	2	2.8	17	23.6	51	70.8	333	4.63
4	Active learning provides a room for learners to participate actively and share our experiences.			2	2.8	3	4.2	20	27.8	47	65.2	328	4.56
5	I believe that active learning makes the students responsible for their learning			5	6.9	8	11.1	20	27.8	39	54.2	309	4.29
6	I believe active learning is self initiated	1	1.39	2	2.8	7	9.72	24	33.3	38	52.8	312	4.33
7	I believe active learning develops self confidence and independent learning			3	4.17	4	5.56	25	34.72	40	55.56	316	4.42
8	Prospective teachers' role in the classroom is only listening to lectures, note taking and respond to questions up on request	26	36.11	28	38.89	8	11.11	10	13.89			146	2.09

No.	Item	1=Strongly Disagree		2 Disagree		3= Undecided		4= Agree		5=Strongly Agree		Σvxf	$\bar{x} = \frac{\Sigma vxf}{N}$
		F	%	F	%	F	%	F	%	F	%		
9	I believe teaching is the sole responsibility of the teacher educators'.	31	43.06	13	18.06	12	16.67	12	16.67	4	5.56	161	2.24
10	Active learning enhances active involvement instead of passiveness			5	6.94	4	5.56	21	29.17	42	58.33	316	4.42
11	I learn more when I discuss in group with other students.			4	5.56	2	2.78	30	41.67	36	50	314	4.36
12	I believe that students work best when they are praised and encouraged.			4	5.56	5	6.94	14	19.4	49	68.1	324	4.5
13	I believe that the teacher holds most of the knowledge necessary for the students to learn	30	41.67	25	34.72	6	8.33	7	9.72	4	5.56	146	2.09
14	As to me lecture is the best way of getting knowledge	26	36.11	20	27.78	11	15.28	6	8.33	9	12.5	168	2.33
15	It is useful to have regular feedback about how I am getting with my works.			3	4.17	5	6.94	27	37.5	37	51.39	314	4.36
16	As to me a test at the end of each unit of study for the purpose of grading is the best strategy for assessment.	1	1.39	3	4.17	12	16.67	13	18.06	39	54.17	290	4.03
	Grand mean												3.85

It is not only the teacher educators' belief which has its own effect on the effective implementation of active learning instructional method. The beliefs and expectations of students also affect how learning is viewed and how teaching is organized (Richards and Lockhart, 1994).

In relation to this, 16 items were presented to prospective teachers to assess their beliefs about active learning. Accordingly, the views of the respondents towards these items were presented as follows:

The responses to item 1 indicate that a large number of prospective teachers 64(88.9%) accepted the view that "Learning is effective when it is based on previous experience", and insignificant number of prospective teachers, 2(2.8%) and 6(8.3%) replied, "disagree" and remained "undecided" respectively with this view. The classroom observation also confirmed that prospective teachers were actively involved in learning when teaching considers their previous experience.

As can be seen in the same table for item 2 which reads "I believe that active learning enhances prospective teachers' level of understanding and involves them in problem solving", the vast number of respondents 64(88.9%) agreed, very few number of respondents 2(2.8%) disagreed, and in significant number 6(8.3%) of them remained undecided. The mean value (4.36) also asserted their agreement on this issue. However, during classroom observation students were rarely involved in problem solving activities.

In items 3, 4, 5 (see Appendix B), prospective teachers showed their strong agreement. For example, in item 3, almost all of the respondents (94.4%) agreed that "Active learning motivates the students to learn. In fact, 2.8% of them disagreed on this idea. With regard to item 4, 47(65.2%) and 20(27.8%) strongly agree and agree respectively. That is, active learning provides a room for learners to participate actively and share their experiences. The mean value (4.56) confirmed strong agreement on the issue. However, classroom observation results revealed that students were not participated actively as they were tended to do so.

Similarly, the figure of item 5, in favor of "I believe that active learning makes the students responsible for their learning, stood out to be 82%. The implication can also be seen from the perspective of the mean scores: 4.63 for item 3, 4.56 for item 4 and 4.29 for item 5, which imply that the prospective teachers generally agreed on the opinions mentioned in the three items.

According to Silberman, (1996) active learning is a process in which individuals take the initiative to diagnose their learning needs, formulate learning goals, identify resources, select and implement learning strategies and evaluate learning outcomes. In the same token, the sample prospective teachers required to express their opinions for the items 6 and 7. The majority of respondents, 62(86.1%), felt that “I believe active learning is self initiated” (Item 6); whereas, insignificant number of prospective teachers 3(4.19%) disagreed on this claim. The mean score of this item is also 4.33, which means that most of the prospective teachers agreed on this principle.

Regarding item 7 (see Appendix B) almost all the subjects 65(90.28%) agreed, 3(4.17%) of them disagreed and, 4(5.56%) remained undecided. This is also supported by their responses from the interview that active learning enables them to develop their self-confidence and independent learning.

Regarding the role of students (Item 8), majority of the prospective teachers 54(75%) disagreed, and the mean (2.09) also indicates their disagreement. This implies that students play different roles in the implementation of active learning. For example, they discuss in groups and learn more instead of passively listen to their teachers.

Moreover, the participants reflected their agreement for Item 10 and 11. For example, in item 10 which says, “Active learning enhances active involvement instead of passiveness”, 63(87.5%) of the respondents agreed and insignificant number 5(6.94%) of the subjects disagreed. Similarly, in item 11 which reads “I learn more when I discuss in group with other students”, is widely supported by 66(91.67%) of the prospective teachers. This was also reflected during the classroom observation; mostly the students were observed discussing in groups and they reported during the interview that they frequently participated in group activities.

Learning is student-centered in the sense that students take initiative and responsibility for their own learning. This is the case where 44(61.12%) replied that teaching is not the sole responsibility of the teachers (see Item 9). Whereas, 16(22.23%) expressed their agreement with this issue.

As can be seen in table 4.3, majority of the prospective teachers (76.39%) disagreed on the item (13) which says “I believe that the teacher holds most of the knowledge necessary for the

students to learn'. The mean (2.09) also shows their strong disagreement. This implies that they believe that they are also sources of knowledge.

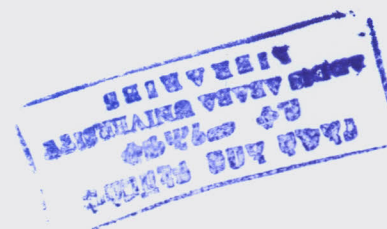
With regard to item 15, 55(88.89%) of the subjects agreed, on the significance of getting regular feedback for their classroom activities. However, according to the responses from the interview and classroom observation, prospective teachers did not get regular feedback and encouragement.

Lastly, in item 16, the majority of prospective teachers 52(72.23%) supported that a test given at the end of each unit of study is the best strategy. However, insignificant number of students 4(5.56%) disagreed and 12(16.67%) remained undecided. This is asserted by the classroom observation and interview in which most of the assessment takes place in this way. That is, only 30% of the assessment is taken from group or individual assignments.

In conclusion, most of the teacher educators and prospective teachers seem to have positive beliefs towards active learning. The grand mean values of teacher educators' 3.65 and prospective teachers' 3.85 are tending to the value for "Agree". Hence, the two groups have favorable beliefs about active learning. But, the observation and the responses from the interview reflected that their positive beliefs do not lead them to practice active learning in the classroom frequently.

Table 4.3: Frequency and Mean values of Teacher Educators' use of Active Learning Strategies Methods

No.	Items	Always = 5		Frequently = 4		Sometimes = 3		Rarely = 2		Never = 1		Σvxf	$\bar{x} = \frac{\Sigma vxf}{N}$
		No	%	No	%	No	%	No	%	No	%		
1	Lecture	-	-	5	38.5	8	61.5	-	-	-	-	44	3.38
2	Question and answer	2	15.4	9	69.2	2	15.4	-	-	-	-	52	4.00
3	Peer teaching	-	-	-	-	2	15.4	11	84.62	-	-	28	2.15
4	Pair work	10	76.92	3	23.08	-	-	-	-	-	-	62	4.77
5	Discussion	2	15.4	9	69.2	2	15.4	-	-	-	-	53	4.00
6	Problem solving	-	-	-	-	3	23.08	8	61.54	2	15.4	27	2.08
7	Games	-	-	-	-	9	69.23	4	30.77	-	-	35	2.69
8	Story telling	-	-	-	-	8	61.5	5	38.5	-	-	34	2.62
9	Group work	8	61.5	2	15.4	3	23.08	-	-	-	-	57	4.38
10	Debating	-	-	-	-	9	69.2	4	30.8	-	-	35	2.69
11	Brainstorming	-	-	2	15.4	9	69.2	2	15.4	-	-	39	3.00
12	Cooperative learning	-	-	-	-	8	61.5	5	38.5	-	-	34	2.62
13	Project method	-	-	-	-	4	30.77	9	69.	-	-	30	2.31
14	Role-playing	-	-	-	-	4	30.77	9	69.23	-	-	30	2.31
15	Demonstration	-	-	3	23.08	7	53.85	3	23.08	-	-	39	3.00
	Grand mean												3.07



As can be seen from table 4.3, different active learning strategies were provided as representatives. Accordingly, the frequency distribution of the use of these strategies by respondents is presented as follows:

The teacher centered method, that is, lecture was reflected by the majority 8(61.5%), as it has been used “sometimes”. The mean value for lecture/explanation (3.38) is between the values for “sometimes” and “frequently” which indicates less than frequent use of this method. However, the observation and interview confirmed that they practiced it frequently.

The other instructional method pair work was answered by 10(76.92%) “Always”, and 3(23.08%) “Frequently.” The mean value (4.77) is between the values for “frequently” and “always” which indicates this method is employed “always”. This is supported by the observation and interview that they practiced it “always.”

On the other hand, among common participatory, active instructional methods presented in the same table, question and answer and discussion reacted by the majority, 9(69.2%), (for both methods) as employed “frequently”. The mean value (4.00) for these items, is equal to the values for “frequently”. Regarding group work, most of the respondents, 8(61.5%) said that it has been employed “always”. The mean value for this item, (4.38) is between the values for “frequently” and “always” which indicates the frequent use of this method. This reveals that the three methods are most predominantly employed in comparison to others.

The other active instructional strategies, brainstorming and demonstration were employed “sometimes” as depicted in the table. The mean value (3.00) for both methods confirmed that these methods were employed “sometimes”.

In different research findings, the other active learning methods, which are believed to develop prospective teachers’ critical thinking and higher order thinking skills such as inquiry, discovery and problem solving methods, were not employed “frequently”. Rather, they were used either “sometimes” or “rarely”. One of these instructional methods (problem solving) is similar in this study in that the majority of respondents depicted it has been employed “rarely” (61.54%). The mean value (2.08) also indicates that most of the teacher educators used this active learning strategy almost rarely. In addition, none of the respondents reported that this method has been used “frequently”. But a few 3(23.08%) employed it sometimes.

Moreover, other instructional strategies, such as games, debating, storytelling, and cooperative learning were employed either “sometimes” or “rarely” as depicted in the table. They responded that games have been used either “sometimes” (69.23%) or “rarely” (30.77%). Similarly, cooperative learning has been described as employed (61.5%) “Sometimes” and (38.5%) “Rarely” and storytelling (61.5%) “Sometimes” and (38.5%) “Rarely”. In other words, the mean values for these four methods (2.69) (for game and debating), and (2.62), for cooperative learning and storytelling indicate as they have been employed “sometimes”. This is supported by their responses during the interview and observation that these methods were employed sometimes in EFL classes.

Lastly, peer teaching, project work and role-playing in comparison to other methods have been employed “rarely” next to problem solving activities. In addition, the interview and observation confirmed that they were employed “rarely”.

To generalize, the findings indicate that Teacher educators use the different active learning strategies sometimes. This is also confirmed by the grand mean (3.07) which is equal to the value “sometimes”.

Table 4.4: Frequency and Mean values of Prospective Teachers' Participation in Active Learning

No.	Items	Always = 5		Frequently = 4		Sometimes = 3		Rarely = 2		Never = 1		Σvxf	$\bar{x} = \frac{\Sigma vxf}{N}$
		No	%	No	%	No	%	No	%	No	%		
1	Lecture	12	16.7	30	41.67	30	41.67	-	-	-	-	270	3.75
2	Question and answer	30	41.67	42	58.3	-	-	-	-	-	-	318	4.42
3	Poor teaching	4	5.56	5	6.94	35	48.61	28	38.89	-	-	201	2.79
4	Pair work	25	34.72	40	55.56	7	9.72	-	-	-	-	306	4.27
5	Discussion	33	45.8	26	36.1	13	18.1	-	-	-	-	308	4.27
6	Problem solving	-	-	-	-	19	26.4	53	73.6	-	-	163	2.26
7	Games	-	-	-	-	22	30.6	50	69.4	-	-	166	2.31
8	Story telling	-	-	-	-	45	62.5	27	37.5	-	-	189	2.63
9	Group work	22	30.6	45	62.5	5	6.9	-	-	-	-	-	4.24
10	Debating	-	-	3	4.17	44	61.1	25	34.7	-	-	194	2.69
11	Brainstorming	-	-	7	9.72	55	76.39	10	13.89	-	-	213	2.96
12	Cooperative learning	15	20.8	10	13.9	36	50	11	15.34	-	-	245	3.4
13	Project methods	6	8.34	18	25	35	48.6	13	18.06	-	-	233	3.23
14	Role-playing	2	2.8	6	8.3	26	36.1	38	52.8	-	-	188	2.61
15	Demonstration	9	12.5	26	36.1	17	23.6	20	27.8	-	-	240	3.33
	Grand mean												3.28

The pedagogical shift from teacher-centered approach to student centered/active learning requires a change in the role of the teacher and the students. The students are placed into the position of teaching themselves, and the instructor is converted into a coach and a helper Chet et al (1993). Students role in active learning approach which is expressed by different scholars, describe that students are more active in their role as a learner and are playing major part in many aspects of classroom activities.

As indicated in table 4.4, fifteen different active learning strategies were presented to the prospective teachers to assess their participation towards implementing these strategies. The data reveal that Lecture /explanation were replied by (16.7%), “always”, (41.67%) (for both), frequently and “sometimes”. The mean value (3.75) is between the values “sometimes” and “frequently” which indicates almost frequent use of lecture. Classroom observation and interview also witnessed this method has been used frequently. On the other hand, in question and answer, (58.3%), pair work, (55.56%) and group work (62.5%), the respondents “frequently” participated in their classrooms. The mean values 4.42, 4.25 and 4.24 respectively indicate frequent use of these methods. Similarly, discussion was replied 33(45.8%) “Always”, 26(36.1) frequently and (18.1%) “Sometimes”. The mean value (4.27) shows the frequently use of this method.

On the other hand, respondents participated in project work and brainstorming sometimes. As it is presented in the table, project work was replied by (8.34%) “always” (25%)“frequently”, (48.6%) “Sometimes” and (18.06%) “Rarely”. The mean value 3.23 which is less than “frequently” indicates that the respondents participate “sometimes” in this method. Similarly, brainstorming was replied by the majority 55(76.39%) “Sometimes”. The mean value 2.96 also confirmed that this method was practiced sometimes. However, observation and interview conducted revealed that the respondents participated rarely in project method.

As can seen in the data presented, in other instructional methods story telling, peer teaching, debating and role-playing, prospective teachers participated either “rarely” or “sometimes”. The mean values for story telling (2.63), peer teaching (2.79), debating (2.69) and role-playing (2.61) are in between the values for “rarely” and “sometimes”. These values also indicate that most of the respondents participated in these active learning strategies almost “sometimes”. However, the

interview with prospective teachers and the researchers' observation asserted that role-playing and peer teaching were practiced rarely.

Moreover, in problem solving 53(73.6%) and games (69.4%) the subjects participated "rarely". The mean values 2.26 and 2.31 also indicate that in these two active learning strategies the learners participated almost "rarely". But, the observation and interview conducted asserted that games were practiced sometimes.

In demonstration and cooperative learning, the respondents participated less frequently. This is confirmed by their mean values 3.33 and 3.4 respectively that they are used sometimes by prospective teachers.

To sum up, prospective teachers participated in lecture, pair work, group work, question and answer and discussion frequently. And in peer teaching, role-playing, problem solving and project method the participants involved rarely. On the other hand, in the remaining active learning strategies they participated almost "sometimes". The grand mean value 3.28 also indicates less frequent participation of prospective teachers on the different active learning strategies.

Table 4.5: Percentage and Mean values of Factors Affecting Teacher Educators' Implementation of Active Learning.

No.	Items	Most serious = 4		Serious = 3		Undecided = 2		Not serious = 1		Σvxf	$\bar{x} = \frac{\Sigma vxf}{N}$
		No	%	No	%	No	%	No	%		
1	Teacher educators' and prospective teachers' tendency to use traditional lecture method.	9	69.23	3	23.08	1	7.69	-	-	47	3.62
2	Shortage of time to practice active learning	8	61.54	5	38.46	-	-	-	-	47	3.62
3	Large classroom size	1	7.69	4	30.77	-	-	8	61.54	24	1.85
4	Lack of facilities and materials	10	76.92	3	23.08	-	-	-	-	49	3.77
5	Lack of supervision and support from college administration.	-	-	6	46.15	2	15.38	5	38.46	27	2.08
6	Teacher educators and prospective teachers lack of interest to implement Active learning	8	61.54	2	15.38	1	7.69	2	15.38	42	3.23
7	Teacher educators' belief and perception about active learning	2	15.38	3	23.08	2	15.38	6	46.15	23	1.77
8	Prospective teachers' belief and perception about active learning	4	30.77	2	15.38	2	15.38	5	38.46	33	2.54
9	The design of teaching modules	2	15.4	8	61.54	-	-	3	23.08	35	2.69
10	Lack of training/workshops, seminars/etc	1	7.69	19	69.23	-	-	3	23.08	34	2.62
11	Rigidity of time table	4	30.77	2	15.38	2	15.38	5	38.46	31	2.38
12	Diversity of prospective teachers' interest.	2	15.38	4	30.77	3	23.08	4	30.77	30	2.31

Table 4.5, Shows factors that affecting Teacher Educators' implementation of active learning. In this part there were twelve factors which are assumed to be affecting the implementation of active learning.

Out of these factors the researcher selected the six factors to discuss. The factors are selected because large percentage (more than 50%) of the respondents rated each of them as they are seriously affecting factors in the implementation of Active learning.

These factors are:

- 1) Lack of facilities and materials76.92%
- 2) Teacher educators' and prospective teachers' tendency to use traditional lecture method 69.25%
- 3) Shortage of time to practice active learning61.54%
- 4) Teacher educators' and prospective teachers' lack of interest to implement active learning61.54%
- 5) The design of teaching modules 61.54%
- 6) Lack of training/work shops, seminar etc69.23%

There is no question that facilities and instructional materials are crucial for effective implementation of active learning. Facilities like language laboratory and Library equipped with reference materials and instructional materials facilitate the implementation of active learning for Language learning. Without them the learning of language will face difficulties. This seems the case 76.92% of the respondents reported that lack of resources (facilities and materials) are most seriously affecting the implementation of active learning in the teaching-learning process. The researcher's observation has also witnessed the problem and its extent during observation.

The other factor proposed as hindering factor for the implementation of active learning was the tendency to traditional lecture/explanation of teacher educators and prospective teachers. Hence, 69.23% of the respondents replied that it affects seriously the use of different active learning strategies.

On the other hand, it is no wonder that the shortage of time to implement active learning is indicated as one of the major problems. It was supported by 61.54% of the respondents. In addition during the interview with teacher educators this problem was widely raised.

In line with this, many researchers pointed out that, time constraint is the major factor for implementing active learning. For example, as findings of Capel et al, (1995), reflected and explained, even some teachers dislike active learning simply because it brings an extra demand, in the planning, preparation and evaluation. They believe that active learning is pressurized by limited time and over crowded work load.

The other problem revealed by respondents is Teacher educators' and prospective teachers' lack of interest to implement active learning. With respect to this, the majority of teacher educators (61.54%) reported that it seriously affects effective implementation of the different active learning strategies. Also in the interview conducted with teacher educators, they high-lighted prospective teachers' lack of interest in participating in different activities is a very serious problem.

In the same way, the design of teaching modules was also mentioned as one of the most seriously affecting factors for the implementation of active learning practices in Language classrooms (61.54%). During the interview the teacher educators commented that the teaching models are not prepared in line with active learning and this in turn affects effective implementation of Active learning.

The last but the most serious factor next to materials and facilities affecting the effective implementation of Active learning was lack of training on the implementation of active learning (69.23%). This data and the interview with teacher educators revealed that there is a gap between theory and practice of active learning though they are convinced in the principles of active learning. They further reported during the interview that almost all the teacher educators gained training about active learning implementation in HDP. However, seminars, workshops, conducted about the implementation of active learning were not adequate.

Table 4.6: Percentage and mean Values of Factors Affecting Prospective Teachers' Participation.

No.	Item	Most serious = 4		Serious = 3		Undecided = 2		Not serious = 1		Σvxf	$\bar{x} = \frac{\Sigma vxf}{N}$
		No	%	No	%	No	%	No	%		
1	Teacher educators' and prospective teachers' tendency to use traditional lecture method	19	26.39	36	50	9	12.5	8	11.1	210	2.92
2	Shortage of time to practice active learning	37	51.39	17	23.61	3	4.17	15	20.08	220	3.06
3	Large class size	16	22.22	12	16.67	7	9.76	37	51.39	151	2.10
4	Lack of facilities and materials	41	56.94	23	31.94	8	11.11	-	-	249	3.46
5	Lack of supervision and support from the college administration	21	29.17	16	22.22	11	15.28	24	33.33	178	2.47
6	Teacher educators' and prospective teachers' lack of interest to implement Active learning	16	22.22	35	48.61	13	18.06	9	12.5	204	2.83
7	Teacher educators' belief and perception	6	8.33	18	25	11	15.28	37	51.39	137	1.9
8	Prospective teachers' belief and perception	9	12.5	15	20.08	15	20.08	33	45.83	144	2.00
9	The design of teaching modules	43	59.72	14	19.44	8	11.11	7	9.72	237	3.29
10	Lack of training/ workshops, seminar etc	36	50	16	22.22	5	6.94	15	20.08	217	3.01
11	Rigidity of time table	12	16.67	30	41.67	12	16.67	18	25	180	2.50
12	Diversity of prospective teachers' interest	25	34.72	20	27.78	16	22.22	11	15.28	203	2.82

As it is shown in table 4.6, twelve factors which may affect prospective teachers' participation are provided. Accordingly, the views of respondents towards the problems are presented as follows:

Item 1 states "Teacher educators' and prospective teachers' 'tendency to use traditional lecture method'" with respect to this, 50% of the respondents replied as it affects their participation seriously. But very few respondents 11.1% answered as it is not a serious problem. However, the observation and interview conducted revealed that it is the most serious problem.

With the issue of shortage of time, (51.39%) reported "most serious", (23.6%) "Serious", (4.17%) "Undecided", and (20.08) "Not serious". This implies that time is one of the most serious problems that hinders prospective teachers' participation in different activities. On the other hand, (51.39%) of the respondents reflected that large class size is not as such a serious problem. According to the researchers' observation, the average number of students is (35-45), which seems appropriate to implement active learning in comparison with other problems.

With respect to lack of resources (facilities and materials), the respondents (56.94%) highlighted as it is the most serious problem which hinders their participation. In other words, none of the respondents replied "not serious". This reveals it is the most serious one, and the observation and interview with prospective teachers also confirmed the seriousness of this problem.

The other serious problem replied by the respondents 22.22 % "most serious" and 48.61% "serious" was teacher educators' and prospective teachers' lack of interest to implement active learning. Prospective teachers, above all other factors, commented teacher educators' lack of interest towards the application of active learning. It is only 9(12.5%) reported "not serious" this shows that prospective teachers' and teacher educators' lack of interest in the teaching-learning process has an impact on the implementation of Active learning.

On the other hand, the majority of respondents reported that the design of teaching modules is the most serious problem which affects their participation (59.72%). The participants during the interview further explained that the modules lack different methods of presentation. That is, design of English Language training modules did not recognize the interest and the ability of students and lack sufficient activities that enable the learners to participate actively. Rather, they contain too much content that give emphasis for teachers' explanation.

Lastly, lack of training was reflected by (50%) “Most serious” and (22.22%) “Serious”, which indicates that it was found to be the most serious problem which affects their effective participation during active learning implementation. During the interview conducted with students they explained that they did not get any trainings regarding Active learning implementation. But, they reported that they are introduced with the principles of Active learning in the general methodology courses they have taken.

To summarize this part, in comparison to the other problems from the factors presented for both respondents, the factors which can seriously affect the implementation of active learning are:

- 1) Lack of facilities and materials
- 2) Teacher educators’ and prospective teachers’ tendency to use traditional lecture method
- 3) Shortage of time
- 4) Teacher educators’ and prospective teachers’ lack of interest to implement Active learning
- 5) Lack of teacher educators’ training /workshops, seminars, etc.
- 6) The design of the teaching modules.

Hence, it seems difficult to implement active learning effectively due to the above mentioned problems which have great impact on the practice of Active learning in language teaching/learning.

4.1.2. Presentation and Analysis of Data obtained through Observation

The data based on the requirements of the classroom observation checklist (see Appendix-c) were collected. The analysis and presentation of Data collected through classroom observation is presented below.

Table 4.7: Teacher Educators' Activity

No	Items	Yes		No	
		Number	%	Number	%
1	Arranging students for different classroom activities	2	22.22	7	77.78
2	Clarifying the learning objectives	4	44.44	5	55.56
3	Using different teaching methods to implement active learning	3	33.33	6	66.67
4	Encouraging the students to participate actively	2	22.22	7	77.78
5	Giving directions, about the procedures of activities	1	11.11	8	88.89
6	Giving individual support for explanation	3	33.33	6	66.67
7	Interacting more actively than the students	4	44.44	5	55.56
8	Going round and motivating the students	3	33.33	6	55.56
9	Giving constructive feedback to the students activities	1	11.11	8	88.89
10	Managing the class for active learning implementation	1	11.11	8	88.89

In table 4.7 above, the classroom observation results indicate that majority of activities which are expected to be demonstrated by the teacher educators were not observed. For instance, in (77.28%) of the observed sessions teacher educators did not arrange the students for different classroom activities, (66.67%) did not use different teaching methods to implement active learning and (77.78%) teacher educators didn't encourage the students to participate actively, (88.89%), of the observation sessions revealed that teacher educators' did not give directions about the procedures of activities and (55.56%) did not go round and motivate the students. Also, (66.67%) of the observation result reveals teacher educators did not give individual support. In line with this, during the interview conducted with prospective teachers, they reported that the teacher educators' lack of support and encouragement loses their interest in participating during the teaching-learning process.

Regarding managing the class for active learning implementation, (88.89%) of the observed sessions show that teacher educators did not manage the class for active learning implementation. Moreover, (88.89%) teacher educators were not observed giving constructive feedback.

In a classroom where active learning is implemented, the primary role of the teacher is a facilitator, or director of students' activities. During these activities the teacher gives advice, assists and offers direction. However, from the data which was obtained through the observation, it can be concluded that most of the activities which are expected from the teachers were not implemented.

Table 4.8: Prospective Teachers' Activity

No	Items	Yes		No	
		Number	%	Number	%
1	Participate in problem solving activities	1	11.11	8	88.89
2	Discussing issues in groups	5	55.56	4	44.44
3	Expressing their needs and feelings freely	3	33.33	6	66.67
4	Simply listening to teachers talk	4	44.44	5	55.56
5	Take part in peer teaching	2	22.22	7	77.78
6	Doing class work or exercises	6	66.67	3	33.33

All learning is in some sense active, which to the level of engagement by the student in the instruction process is high. In addition Silberman (1996) expresses that during active learning, the learner is seeking something to answer a question, information to solve problems, or may do a task while discussing with others.

The observation result (table 4.8) shows that most of the activities prospective teachers required to portray were not performed. Among nine observed sessions, 88.89% of prospective teachers did not participate in problem solving activities. This means they participate in problem solving activities rarely (11.1%). On the other hand (55.56%) of prospective teachers discuss issues in groups and (66.6%) of the sessions prospective teachers did not express their needs and feelings freely. In other words, prospective teachers were simply listening to the teachers' talk (44.44%).

Regarding Taking part in peer teaching, (77.78%) of the sessions, prospective teachers did not take part in peer teaching.

Lastly, with regard to doing classroom exercises, in the majority of observed sessions, prospective teachers did classroom exercises. In general, the data in table 4.8, indicate that the results of prospective teachers' activities in English language learning classrooms are not satisfactory.

Table 4.9: Classroom Condition

No	Items	Yes		No	
		Number	%	Number	%
1	Are the desks and chairs easily moveable	9	100		
2	Is there adequate space for movement between desks	9	100		
3	Is the number of students/class size appropriate	5	55.56	4	44.44
4	Is there enough light in the classroom?	9	100		
5	Are the desks arranged in straight rows?	-	-	9	100
6	Is there enough sitting space for all students?	9	100	-	-

As it is known, many research findings have revealed that the condition of the classroom is one of the important factors that facilitate or hinder the instructional program in general and the implementation of active learning strategies in particular. Mutassa and Willis (1995:42), for instance, explain the condition of the classroom should be conducive for the teachers and the students so as to implement active learning. This is to mean the condition of the classroom (amount of space, arrangement of chairs etc) could dictate the teacher to use or not to use active learning instructional strategies.

In support of the above idea, as table 4.9 indicates, the classroom condition in this study is conducive to implement active learning strategies. For example, there are easily moveable chairs

and desks (100%), there is adequate space for movements, there is enough sitting space for all students and the desks are not arranged in straight rows; rather they allow two way communications. And the number of students in each class seems appropriate for implementing active learning.

Table 4.10: Use of Instructional Materials

No	Items	Yes		No	
		Number	%	Number	%
1	The teacher uses varied instructional materials (chart, picture, etc.)	1	11.1	8	88.89
2	Instructional resources are not available	3	33.33	6	66.66
3	Often uses special material that facilitate English language teaching	1	11.1	8	88.89
4	The teacher illustrates ideas, concepts, skills and knowledge with different instructional materials	1	11.1	8	88.89

Availability of instructional materials in the college is a major factor either to enhance or to harm the whole process of education. That is, accessibility of instructional materials contributes to facilitate instructional process in the classroom. Whereas, in table 4.10, the observation results depicted that (88.89%) of the observed classrooms the teacher educators didn't use instructional materials. Similarly, in (88.89%) of observed sessions, the teacher educators did not use special materials that facilitate English language teaching/learning. Almost in all the observed sessions, teacher educators were not observed to explain ideas, concepts and skills using different instructional materials. In other words, there is shortage of instructional materials which can facilitate active learning implementation. So, with the absence of instructional materials learning tend to depend on memorization rather than helping the students to be creative. In support of this idea, Amare (1998:39) states "A student centered approach, which is gaining currency, is unmanageable without the optimum use of instructional materials."

To sum up, the utilization of instructional materials in the observed sections are found at a very minimum level.

Table 4.11: Assessment

No	Items	Yes		No	
		Number	%	Number	%
1	The teacher educator gives class work or exercise	5	55.56	4	44.44
2	Learners exchange their exercise books or assignment paper and correct one another work	3	33.33	6	66.67
3	The teacher educator follows up learners' participation and activities and then gives constructive feedback	2	22.22	7	77.78
4	The teacher educator evaluates students' group cooperation	1	11.11	8	88.89
5	The teacher educator elicits responses from learners instead of supplying answers	3	33.33	6	66.67
6	The teacher educator writes correct answers to each question on the blackboard	5	55.56	4	44.44

The purpose of assessment in active learning approach is not merely to rate learner's performance and to maintain academic standards. However, it is used to encourage independent learning, critical thinking and to improve the quality of students. In other words, in active learning approach, classroom assessment is an on going process, by using a number of simple classroom assessment techniques that are quick and easy to use; teachers get feedback from students learning HDP (2004).

Related to the above idea, observation results in table 4.11 indicate that in (55.56%) of the observed sessions teacher educators give class work or exercises. Nevertheless, (66.67%) did not make the learners exchange their exercise book or assignment papers and correct one another's work. Other (77.78%) shows that the teacher educators did not follow up learners' participation and activities and did not give constructive feedback. Regarding evaluation of students' group

cooperation, (88.89%) of the teachers were not observed doing so. Other (66.67%) of observed teachers did not elicit responses from students; instead the teacher educator writes correct answers for each question on the blackboard. In general, the assessment techniques could not facilitate active learning approach.

4.1.3. Presentation and Analysis of Data Obtained Through Interview

The analysis of data gathered through interview has also shown results consistent with findings from questionnaire and observation.

4.1.3.1. Teacher Educators' and Prospective Teachers' Beliefs towards Active Learning

The interview with prospective teachers and teacher educators examined their beliefs towards active learning. Hence, Individual's participant interviews with teacher educators' and prospective teachers' beliefs of active learning approach were presented. The data were categorized into two categories. They are teacher educators' and prospective teachers' beliefs of active learning approach.

4.1.3.1.1. Teacher Educators' Beliefs towards Active Learning

Belief plays a great role to facilitate or hinder individual's activity. With regard to the roles of teachers' beliefs, Shavelson and Stern (1981) said that the teachers' classroom practices are governed by their instructional beliefs and their beliefs serve as 'filters' to choose instructional judgments and classroom decisions. Therefore, it seems apparent that teacher educators' beliefs of active learning have an important role in influencing the effective implementation of active learning approach in the classroom either positively or negatively. These conditions were highlighted in the interview conducted with teacher educators' about their belief on active leaning approach. Some of their beliefs were presented as follows:

The researcher: How do you think about the practicability of active learning in your classrooms?

(Teacher Educator 1): *I am really interested and I believe in the views of active learning. It is the way in which one can learn. I have also taken training in higher diploma program (HDP)*

that improves my methods of teaching. Before three years I really thought as if it was wastage of time. But now, I see it practically that students learn more when they are engaged in activities that make them participate. As to its practicability, it is hard to make it fully practical because of lack of resources, shortage of time, prospective teachers' lack of interest, lack of trainings/workshops, seminars etc.

Another teacher educator explained his view about active learning as follows:

The researcher: How do you think about the practicability of active learning?

Teacher educator 2: *I believe that Active learning is important to teach/learn language in a natural like situation. I strongly believe on the principles of active learning. But, it requires time to prepare activities and make the teaching-learning process fun and interesting so active learning is good in theory and difficult to practice.*

The researcher: what problems do you face which affect the practice of Active learning?

Teacher educator 2: *of course we can mention a number of factors which can affect Active learning implementation. Some of these are prospective teachers' lack of interest, shortage of time, the tendency to use lecture method and the preparation of modules are the major problems that affect the practice of Active learning.*

The other participant teacher educator also explained his view as follows:

The Researcher: Do you believe Active learning is significant to enhance teaching English? How?

Teacher educator 3: *without any hesitation Active learning is important particularly to teach English Language. Active learning makes students active during the teaching-learning process. Since, learning English is different from learning the other subjects in the sense that, it requires students' active participation. Students should interact through speaking, reading and writing to have real practice of the language. Hence, active learning plays an important role. But when it comes to practice we teachers lack the necessary skills and knowledge, and the tasks and activities designed on the modules hinders its effective, implementation.*

The Researcher: Do you believe the way you have been taught at primary, secondary or territory education affect the way you teach? How?

Teacher educator 3: *yes of course, before I joined this college I employed the traditional approach of teaching. But, after I came to this college, I have got training about how to*

implement active learning in the higher diploma programme. Hence, I try to employ some active learning strategies instead of dominating teaching through the traditional approach.

The Researcher: what kinds of active learning strategies do you employ in your class?

Teacher educator 3: *I employ pair work, group work, Lecture, discussion, frequently, and Brainstorming, games, story telling and debating some times. And role-play, peer teaching, problem solving and project methods rarely. But still I have problems about how to implement the different active learning strategies.*

The participant teacher educators gave similar explanations to the given questions. Then all the participants in the detailed interview assume that when teacher educators use active learning approach they tended to increase students understanding. But the problem lies on the influencing factors like lack of training, shortage of time, lack of resource and prospective teachers' lack of interest.

4.1.3.1.2. Prospective Teachers' Beliefs towards Active Learning

Similarly to teacher educators' beliefs, prospective teachers' beliefs have also important roles for effective implementation of active-learning. One of the participant prospective teachers explained his belief towards active learning as follows:

The Researcher: How do you think about the practicability of active learning approach in your class?

Student 1: *As to my opinion the principle of active learning is useful for students learning. But regarding its practicability, it depends on some factors like shortage of time, interest and commitment of teachers to teach by this method and lack of modules, etc. Because of such reasons its practicability is less even though it is useful.*

Another student explained her belief as follows:

The researcher: what do you know about active learning? How is it advantageous for learning English?

Student 2: *I believe that active learning could help me to explain my feeling with confidence. Especially during group work and project work, I apply it in my own learning situation. In other words, I know that Active learning is important to be encouraged to share multidimensional information among the learners.*

Student (3) explained his belief as follows:

The researcher: Do you believe language learning is effective through the traditional approach? Why?

Student 3: *Definitely no. when I was in high school my teachers used 'chalk' and 'talk' or lecture method in which the lesson was covered by the teacher himself (traditional approach). Hence, the students expect every thing being explained by the teacher. But, after I joined the training in this college, I changed my mind that learning English through the traditional approach doesn't enable me to develop language proficiency. In other words, it doesn't allow me to speak freely and develop self confidence and independent learning. Hence I prefer learning English through active learning to the traditional approach.*

Student 4: *As explained by colleagues' active learning as a principle is a good way of learning. But, it has also some short comings. For instance, in the name of continuous assessment some teacher educators give un fair grading. And also activities given to students are too many and make students very busy. Disagreement of students during group discussion is also another short coming of active learning.*

The other participant also explained her belief on active learning as follows:

The researcher: what do you comment on the application of different active learning strategies?

Student 5: *Regarding today situation, I have better understanding about active learning since it makes the students involve actively for learning English. But, lack of materials particularly shortage of modules, lack of activities in the module, shortage of time, lack of teachers' commitment and lack of training affects its effective implementation. Hence, mostly teachers use pair work, group work, discussion and lecture frequently than the other strategies.*

As a whole, almost all the participants in the detailed interview agreed that active learning approach is helpful for their learning. That is, they expressed their positive beliefs towards active learning though their beliefs were not reflected in their classroom practices.

4.2. Discussion of Results

In this part, the data that had been gathered through questionnaire, observation and interview from teacher educators and prospective teachers were analyzed and discussed under three major themes, in line with basic research questions. These major ideas or themes of the discussion are:

- Beliefs towards active learning
- The practice of active learning.
- Factors that affect active learning implementation

4.2.1. Beliefs towards active learning

The beliefs an individual hold play an important role for effective teaching-learning process. Both teachers and students have their own beliefs for the teaching methods employed in the classroom. In line with this idea Richards and Lockhart (1994:55) state, "All learners particularly older learners have strong beliefs and opinions about how their instruction should be delivered". In other words, the mode of instruction favored by learners is expected to bring the desired effect on learners.

Similarly, teachers' beliefs are teachers' instructional philosophies about different aspects of education. Therefore, beliefs are the perspectives by which teachers interpret the whole aspect of the teaching-learning process and their classroom activities/actions as well (Richards and Lockhart 1994). Studying the teacher educators' and prospective teachers' beliefs is, therefore, useful because the beliefs they hold highly influence the implementation of a given teaching approach.

Hence, in order to be effective in implementing active learning both teacher educators and prospective teachers should develop the necessary positive/favorable beliefs towards active learning. The main intention here is that there is a strong tie between an individual's beliefs and his effort to implement or practice any task. To this end, sixteen items were presented to the two groups of respondents with the intention of assessing their beliefs towards active learning. In the finding it appeared that, in almost all of the items, the majority of prospective teachers and teacher educators had favorable beliefs towards active learning, in spite of their low perception about the nature and application of active learning.

In short, as the results of the questionnaire and interview depicted, it is possible to deduce that if conducive environment is available, prospective teachers and teacher educators had positive/favorable beliefs towards active-learning / in teaching/learning English.

4.2.2. The Practice of Active Learning

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

To this end, the teacher educators' and prospective teachers' questionnaires were developed to determine the frequency of using various active learning instructional strategies. Teacher educators and prospective teachers marked their questionnaire by indicating how often the given instructional strategies are practiced by ticking a response for each item.

According to the analysis of the issue, the findings revealed that the magnitude of practicing the different active learning strategies was low in the selected college.

The most frequent instructional strategies reported by teacher educators and prospective teachers were, pair work, group work, discussion, question and answer and lecture/explanation. But these methods can help only to develop lower levels of cognitive domain. On the other hand, other active learning methods related with higher-level cognitive domain and believed to develop critical thinking and problem solving capacity of learners were not widely employed. The majority of the respondents disclosed that these practices were employed rarely.

In line with this, Bonwell (2003) in his research noticed that students must do more than just listen. They need to read, write, discuss or engage in solving problems. In real active learning model, students must engage in higher order thinking skills as analysis, synthesis and evaluation.

Finally, the remaining instructional methods were practiced almost sometimes in English language classes of the selected college. In general, based on the position of the two groups of respondents and the interview and observation made by the researcher, it is possible to infer that the degree of practicing active learning in the selected college was low.

4.2.3. Factors Affecting the Implementation of Active Learning

It is common that like any educational issue in the teaching-learning process, active learning may have some shortcomings or constraints during its implementation in the real classroom condition. Of these, the researcher selected six most serious possible factors affecting the implementation of active learning.

Among these factors, lack of facilities and instructional materials is the first. With respect to this problem, the two groups of respondents agreed, that lack of facilities and materials was the major problem, negatively influencing the effective implementation of active learning. Supporting this fact, other researchers like, Farrant (1980) explain the effect of resource. He stresses the availability and effective utilization of resource, that is, the presence of well organized library which is equipped with appropriate reference materials, and the presence of language laboratory are important factors for the success of active learning approach for language teaching-learning process. However, the analysis of the data obtained through questionnaire, interview and observation depicted lack of these resources as a major factor which affects effective implementation of Active learning.

In the same way, instructional materials are other elements to be considered in the implementation of active learning, because, the availability and unavailability of instructional materials can facilitate or hamper the effective implementation of active learning (Amare, 1998). This finding also reached the same conclusion in that the two groups of respondents disclosed the negative influence of instructional materials on the effective implementation of active learning.

Teacher educators' and prospective teachers' tendency to traditional lecture method is the other problem which was raised as an obstacle in the implementation of active learning by many prospective teachers and teacher educators. With respect to this problem, the two groups of respondents again agreed that the tendency of prospective teachers and teacher educators to the traditional method of teachers' lecture or explanation was the second major problem negatively influencing the effective implementation of active learning. Supporting this, other researcher, Plass (1998) explains the tendency of teachers to the traditional lecture method. Many teachers perceived teaching as a transmission process where the teacher transmits knowledge to students and the students receive that knowledge. This implies that the effectiveness of the teacher is evaluated on the extent to which he/she follows the prescribed syllabus and covers the portion in the determined time schedule.

Similarly, Evan and Nation, cited in Amenu (2005), noticed that most prospective teachers fall into the old cultural trap and expect their instructors to lecture them in traditional classroom manner; generally, this problem was highly observed in this study.

Shortage of time as hindering factor to fully implement active learning was supported by the majority of the respondents. This problem was widely raised during the interview with teacher educators; since they are overloaded and becomes difficult to plan, prepare and implement different active learning strategies. On the other hand, prospective teachers' also highlighted problem of time to implement active learning as it makes them too busy and overloaded with different group or individual activities/tasks.

In the same way, teacher educators' and prospective teachers' lack of interest negatively affects the implementation of Active learning. During the interview, two of the respondents commented on each other that it is the other major problem that affects the effective implementation of active learning in teaching/learning English language.

In relation to the organization of training modules, a great number of scholars for example, Mukalel (1998) cited in Amenu (2005) stressed that the conduciveness of the organization of curriculum materials play a crucial role for effective implementation of active-learning. However, both respondents replied in the questionnaires that the design of training modules is one of the most serious problems, which affects the implementation of active learning. Similarly, teacher educators and prospective teachers during the interview reported that the training modules were not prepared along active learning lines. They further reported that there are insufficient activities and exercises that invite the active participation of learners, too much content to be covered and the poor distribution of modules are the major problems identified in the modules. The results of questionnaire and interview disclose that the preparation and distribution of English language modules do not facilitate the implementation of active learning.

Scholars have suggested that, if education is to be successful, next to curriculum, teacher training is of special significance, to maximize the development of changes in education (Smyth, 1987). Inline with this idea Kakkar (1995) stated that the changing role of teachers and the dynamics in education for the teacher must grow in profession and practice of teaching through in service and pre-service education programs. However, in this study, the data from the questionnaire and results from interview showed that lack of training seriously affects the effective implementation of active learning.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusions and recommendations. In this section, first a brief summary of the study is presented. Second, conclusions are made and then, some recommendations are forwarded.

5.1. Summary

The purpose of this study was to investigate the teachers' and students' beliefs and practices towards active learning in DerbreMarkos College of Teacher Education.

Particularly, the specific objectives of the study were to:

- Assess Teacher educators' and prospective teachers' beliefs towards active learning.
- Examine the extent of practicing the different active learning strategies in EFL classrooms.
- Explore the factors that may hinder the effective implementation of active learning.

To meet these objectives, three research questions were raised. These involved:

- 1) What are the beliefs of teacher educators' and prospective teachers' towards active learning?
- 2) To what extent are the different active learning strategies practiced in EFL classes?
- 3) What are the factors that may affect the implementation of Active learning?

To gather the data on the topic, the study was conducted in Derbremarkos College of Teacher Education. The subjects of the study were English language teacher educators and third year language prospective teachers.

The data from both respondents were gathered through questionnaire, observation and interview. The data obtained were analyzed through quantitative and qualitative methods. At last based on the review of related literature and the analysis of the data, the following findings were obtained from the study.



Major findings

Beliefs towards active learning

The research findings reveal that almost all the subjects had positive or favorable beliefs towards active learning. However, prospective teachers seem to have more favorable beliefs towards active learning.

Moreover it was indicated that:

- A) Almost all the participant groups assure active learning enhances prospective teachers' level of understandings and problem solving.
- B) Almost all of the participants believe that active learning makes the students responsible for their learning.
- C) Almost all of the respondents believe that active learning plays an important role in developing self confidence and sharing experience.

The practices of active learning

As to the practice of different active learning strategies, the magnitude of practicing active learning in EFL classes of the selected college found to be low.

The two groups of respondents confirmed that they use the different active learning techniques in their classrooms sometimes, which leads to the conclusion of low usage of active learning strategies. On the other hand, the practice of different instructional methods varied as depicted from the data. Accordingly:

- a) Pair work, group work, discussion and question and answer are the most predominantly used instructional methods.
 - b) Lecture/explanation was still employed frequently, though it is teacher centered method.
 - c) Brainstorming and demonstration were practiced "sometimes"
 - d) The other instructional methods like games, cooperative learning, storytelling, and debating were employed either "rarely" or "sometimes".
 - e) In spite of the fact that peer teaching, role-playing, project methods and problem solving instructional methods are believed to promote learners' critical thinking and problem solving ability as active learning methods, they have been employed rarely.
- In active-learning classroom, the role of teachers is to facilitate advice, assist and offer direction. However, the observation as well as results of interview and questionnaire

indicated that the majority of activities that are expected from the teacher educators do not demonstrate. Thus, the roles the teacher plays in implementing active learning is not found to be satisfactory.

- A great number of scholars have stressed that active-learning approach, involves students more than listening that is helping students to develop thinking skill. Students are expected to involve in higher order thinking (analysis, synthesis, and evaluation) and engaged in activities (reading, discussing, writing etc). Whereas, the results which are obtained from observation and questionnaire showed that the students' activity or participation in English classroom was found to be low.
- As to the classroom condition, the results of the analysis which is obtained from observation revealed that the classroom condition is conducive to implement active learning in English language teaching.
- In active learning approach, assessment is an ongoing process and it helps the students to progress, and create a positive interaction between teacher and students. However, results from questionnaire, observation and interview showed that the assessment techniques could not facilitate active learning implementation.
- Many scholars in the field of education stress on the provision of necessary training for teachers in order to enable them to implement the designed plan or work. However, the finding of this study confirmed that there is lack of in service trainings to practice active learning effectively.

Factors that affect the implementation of Active learning

The findings of this study will help to indicate various factors that play role in the implementation of active learning in teachers' education colleges in general and in EFL classes of Debremarkos Teachers' college in particular. The findings on twelve factors were indicating how active learning affected in various ways. Six of them are presented below.

- b) The majority of respondents in the two groups asserted that lack of resources and instructional materials greatly affected the implementation of active learning.

- c) The other factor proposed as hindering factor for implementation of active learning was the tendency to use traditional lecture or explanation method. The majority of the respondents agreed that it greatly affected the implementation of active learning.
- d) In addition to the above factors, teacher educators' and prospective teachers' lack of interest found to be a serious one.
- e) Shortage of adequate time, lack of trainings like workshops, seminars on active learning negatively affected the implementation of active learning.
- f) With regard to English language training modules, they were not organized in such way that prospective teachers actively involved in the learning process so as to develop their communicative competency. Rather they were found to be poorly organized, hold bulky content, insufficient activities and exercises that enable prospective teachers to reflect, and emphasis is given to teachers' explanation. The distribution of modules is also another problem in relation to factors hindering active learning.

5.2. Conclusions

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

- Teacher educators and prospective teachers are very much convinced about the importance of active learning. Thus, it can be said that both teacher educators and prospective teachers have favorable beliefs to use active learning practices. Hence, it can be concluded that their beliefs were not the major barriers in implementing active learning.
- The result of the study revealed that the main implementers of active learning, namely, teacher educators and prospective teachers lack the necessary knowledge and practical skills on active learning. It was found out that this was due to lack of necessary in service trainings in the form of seminars and workshops that equip them with sound knowledge and profound skill in implementing active learning instructional approach. Moreover, none of the prospective teachers got orientation about active learning. Hence, it can be deduced that there was a tendency to rely on their former experience.

- The findings of the study disclosed that the magnitude of practicing active learning in the selected college was found to be low. Because both groups of the respondents confirmed that the different active learning strategies were practiced sometimes.
- The quality of training modules is one component in the effective implementation active learning. Whereas, the finding depicted that the training modules were not prepared in a way that facilitate the implementation of active learning because they have not been organized in such a way that the learners can actively involve in their learning task. It can therefore, be concluded that the organization of teaching modules during its design and development do not address and consider the needs of students and hence, they are not conducive to carry out active learning.
- The major contribution of implementing active learning instructional strategies in improving the quality of education depends on the role of the teacher, who has enough experience, knowledge and skills in handling instructional methodologies in general and active learning in particular. However, the findings of this study confirmed that, the roles the teachers expected to play in active learning implementation found to be low. Thus, it can be concluded that teachers failed the trainees to equip with necessary skills and knowledge to develop the problem solving capacity of the learner. Hence, it seems logical to conclude that, teacher educators failed to practice the different active learning strategies. Rather they advocate the importance of active learning theoretically.
- Scholars suggested that continuous assessment techniques should facilitate active learning implementation. However, the findings of the study disclosed that assessment did not take place inline with facilitating active learning implementation in teaching/learning English.
- With regard to the major problems accountable for the low practice of active learning were found to be lack of facilities and instructional materials, tendency of teacher educators' and prospective teachers' to favor traditional lecture method, shortage of time, teacher educators' and prospective teachers' lack of interest to implement active learning and lack of in service trainings like seminar and workshops.

5.3. Recommendations

- As the findings of the study revealed, the magnitude of practicing of active learning in English classes of the selected college found to be low and the degree of exercising different active learning instructional strategies was not adequate. Therefore, it is important to give orientation and training on the teaching methodologies in general and on active learning approach in particular for teacher educators and prospective teachers. Hence, Amhara Educational Bureau and teachers training colleges in the region along with Ministry of Education have to arrange different kinds of seminars and workshops.
- Facilities need to be considered seriously for the effective implementation of active learning approach. Thus, the college along with Amhara Education Bureau should establish language laboratory and standard library equipped with good and recent reference materials.
- Instructional materials have a great role in teaching-learning process in general and in implementing active learning in particular. Because they can provide concrete experience and can help the learner to integrate prior experiences. However, the findings of the study demonstrated there is lack of instructional materials, thus, it is recommended that teachers should prepare and utilize instructional materials that enhance the implementation of Active learning.
- In relation to the design of training modules, the findings showed that the organization of teaching modules was not conducive to implement Active learning. Therefore, the modules should be developed in a way to enable learners enrich themselves in knowledge and skill through active learning approach. Thus, it is recommended that the teachers' training college along with Amhara Education Bureau should seek a way to revise the training modules in the way they fit into implementing active learning.
- If active learning is to be properly implemented in the college in general and language department in particular, all the help that the college can offer should be provided for teacher educators. The college should provide a good support to the teacher educators and

maintain good relationship with them. This may help in developing health working environment and motivate them to do their best.

- Lastly, the study was very limited for it involved investigation only in one teachers' training college. Hence, it seems reasonable to recommend further study on the same or different subjects so that the findings will be compared and verified.

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No	Items	5	4	3	2	1
1	Teaching-learning is effective when it is based on previous experience.					
2	Active learning enhances prospective teachers' level of understanding and involves them in problem solving.					
3	I think Active learning creates opportunities to share experiences and encourage friendship among prospective teachers.					
4	Active learning enhances self-confidence and independent learning of prospective teachers.					
5	Students learn when they are actively engaged and interact freely.					
6	I believe that Active learning approach creates a heavy load on the part of the teacher, thus it is difficult to implement.					
7	Active learning makes students responsible for their own learning.					
8	I believe the ownership of learning is with the teacher.					
9	Students learn more when they discuss in groups with other students.					
10	Active learning requires a lot of time and the course content better be covered through lecture.					
11	Active learning creates frustration on students' learning.					
12	The teacher holds most of the knowledge necessary for the students.					
13	Active learning offers opportunities for progress.					
14	Students' role in the classroom is only listening to lectures, note taking and response to questions upon request.					
15	It is useful to have regular feedback about how to get on with classroom activities.					
16	In my class, I think that a test at the end of each unit of study for the purpose of grading is the best strategy for assessment.					

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

Key: 5 = Always

4 = Frequently

3 = Sometimes

2 = Rarely

1 = Never

No	Items	5	4	3	2	1
1	Lecture					
2	Question and answer					
3	Peer teaching					
4	Pair work					
5	Discussion					
6	Problem solving					
7	Games					
8	Story telling					
9	Group work					
10	Debating					
11	Brainstorming					
12	Cooperative learning					
13	Project method					
14	Role-playing					
15	Demonstration					

Part IV. Items related to factors that may affect the implementation of Active learning.

To what extent have the following factors impede your use of active learning methods in your classroom.

Please, rate them from “serious” to “not serious” based on the seriousness of the problem and use tick “✓” mark to indicate your response.

Key: 4 = Most serious

3 = Serious

2 = Undecided

1 = Not serious

No	Items	4	3	2	1
1	Teacher educators' and prospective teachers' tendency to use traditional lecture method.				
2	Shortage of time to practice active learning				
3	Large classroom size				
4	Lack of facilities and materials				
5	Lack of supervision and support from college administration.				
6	Teacher educators and prospective teachers lack of interest to implement Active learning				
7	Teacher educators' belief and perception about active learning				
8	Prospective teachers' belief and perception about active learning				
9	The design of teaching modules				
10	Lack of training/workshops, seminars/etc				
11	Rigidity of time table				
12	Diversity of prospective teachers' interest.				

No.	Items	5	4	3	2	1
1	Learning is effective when it is based on previous experience.					
2	I believe that active learning enhances prospective teachers' level of understanding and involves them in problem solving					
3	I believe that active learning motivates the students to learn					
4	Active learning provides a room for learners to participate actively and share their experiences.					
5	I believe that active learning makes the students responsible for their learning					
6	I believe active learning is self initiated					
7	I believe active learning develops self confidence and independent learning					
8	Prospective teachers' role in the classroom is only listening to lectures, note taking and respond to questions up on request					
9	I believe teaching is the sole responsibility of the teacher educators'.					
10	Active learning enhances active involvement instead of passiveness					
11	I learn more when I discuss in group with other students.					
12	I believe that students work best when they are praised and encouraged.					
13	I believe that the teacher holds most of the knowledge necessary for the students to learn					
14	As to me lecture is the best way of getting knowledge					
15	It is useful to have regular feedback about how I am getting with my works.					
16	As to me a test at the end of each unit of study for the purpose of grading is the best strategy for assessment.					

Part III. Items related with the practice of different active learning techniques are provided below. Select the correct answer that represents how often you participate in each active learning technique.

Please rate according to the following scale:

5 = Always

3 = Sometimes

4 = Frequently

2 = Rarely

1 = Never

No.	Items	5	4	3	2	1
1	Lecture					
2	Question and answer					
3	Peer teaching					
4	Pair work					
5	Discussion					
6	Problem solving					
7	Games					
8	Story telling					
9	Group work					
10	Debating					
11	Brainstorming					
12	Cooperative learning					
13	Project methods					
14	Role-playing					
15	Demonstration					

Part IV. Items related to factors affecting the implementation of Active learning.

To what extent have the following factors impeded your use of active learning methods in your classroom.

Please, rate them from “serious” to “not serious” based on the seriousness of the problem and use tick “✓” mark to indicate your response.

Key: 4 = Most serious

3 = Serious

2 = Undecided

1 = Not serious

No.	Items	4	3	2	1
1	Teacher educators' and prospective teachers' tendency to use traditional lecture method				
2	Shortage of time to practice active learning				
3	Large class size				
4	Lack of facilities and materials				
5	Lack of supervision and support from the college administration				
6	Teacher educators' and prospective teachers' lack of interest to implement Active learning				
7	Teacher educators' belief and perception				
8	Prospective teachers' belief and perception				
9	The design of teaching modules				
10	Lack of training/ workshops, seminar etc				
11	Rigidity of time table				
12	Diversity of prospective teachers' interest				

APPENDIX - C

Classroom Observation Checklist for Active Learning

Part I. General Information

Name of the College _____

Lesson being observed _____

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

The teacher's qualification _____

Experience in the college _____ others _____ Total _____

Instruction: Tick Y(Yes), if the appropriate activity is observed/demonstrated or N(No) if it is not demonstrated.

No.	Items	Yes	No
1	Teacher Educators' Activity		
1.1	Arranging students for different classroom activities		
1.2	Clarifying the learning objectives		
1.3	Using different teaching methods to implement active learning		
1.4	Encouraging the students to participate actively		
1.5	Giving directions about the procedures of activities		
1.6	Giving individual support or explanation		
1.7	Interacting more actively than the students		
1.8	Going round the group and motivating students		
1.9	Giving feedback to the students' work		
1.10	Managing the class for Active learning implementation		
2.	Prospective Teachers' Activity		
2.1	Participate in problem solving activities		
2.2	Discussing issues in groups		
2.3	Expressing their needs and feelings freely		
2.4	Simply listening to teachers talk		

2.5	Taking part in peer teaching		
2.6	Doing class work or exercises		
3.	Classroom Condition		
3.1	Are there desks and chairs easily moveable		
3.2	Is there adequate space for movement between desks?		
3.3	Is the number of students/class size appropriate?		
3.4	Is there enough light in the classroom?		
3.5	Are the desks arranged in straight rows?		
3.6	Is there enough sitting space for all students?		
4.	Use of Instructional Materials		
4.1	The teacher uses varied instructional materials		
4.2	Instructional resources are not available?		
4.3	Often uses special material that facilitate English language teaching		
4.4	The teacher illustrates ideas, concepts, skills and knowledge with different instructional materials		
5.	Assessment		
5.1	The teacher educator gives class work or exercise		
5.2	Learners exchange their exercise books or assignment paper and correct one another's work		
5.3	The teacher educator follows up learners' participation and activities and then give constructive feedback		
5.4	The teacher educator evaluates students group cooperation		
5.5	The teacher educator elicits responses from learners instead of supplying answers		
5.6	The teacher educator writes correct answers to each question or the blackboard.		

APPENDIX - D

Interview Questions for Teacher Educators

- 1) How do you think about the practicability of Active learning in your classroom?
- 2) Do you believe Active learning is significant to enhance teaching English? How?
- 3) Do you believe the way you have been taught at primary, secondary or tertiary education affect the way you teach? How?
- 4) Do you practice Active learning strategies in your classroom? If yes, mention some of the strategies and explain to what extent you practice them.
- 5) What problems/challenges do you face which affect the practice of Active learning?
- 6) Do the assessment techniques facilitate Active learning? How? Why not?

APPENDIX - E

Interview Questions for Prospective Teachers

- 1) How do you think about the practicability of Active learning in your classrooms?
- 2) What do you know about Active learning? How is it advantageous for learning English?
- 3) Do you believe language learning is effective through the traditional approach? Why not?
- 4) Do you think the teaching module suits to employ the different Active learning strategies?
How? Why?
- 5) What major problems do you think affect the implementation of Active learning?
- 6) Do the assessment techniques facilitate Active learning? How? Why not?

APPENDIX – F

Extracts of Interview Responses of Teacher Educators

Researcher: How do you think about the practicability of active learning in your classroom?

Teacher educator: *I think active learning is very important especially for teaching/learning English Language. But it is difficult to make it fully practical due to different reasons. Students lack modules, so teachers are forced to write the lesson on the board and their activity in turn takes a lot of time. In addition, lack of materials and students' lack of interest affect its effective implementation.*

Researcher: Do you believe active learning is significant to enhance teaching English? How?

Teaching Educator: *Yes, as I stated before, by creating a natural like situation with the help of active learning, students can get ample opportunities to practice the language skills.*

Researcher: Do you believe the way you have been taught at primary, secondary or tertiary education affect the way you teach? How?

Teacher Educator: *Yes of course, most of the time to alleviate the constraints like time, students' lack of interest and scarcity of instructional materials tends me to use lecture method. However, I try to minimize the tendency with the training I have got from HDP.*

Researcher: What are the active learning strategies you employ for teaching English?

Teacher Educator: *Most of the time I employ pair work, group work, discussion and question and answer in my class.*

Researcher: What about the other like problem solving, role playing, debating etc?

Teacher Educator: *I rarely practice problem solving, peer teaching, and role playing, but I some time employ games and debating.*

Researcher: What challenges do you face which affect the practice of active learning?

Teacher Educator: *There are a number of problems that affect the practice of active learning. In our case, lack of materials including shortage of modules, time, lack of students' interest, lack of trainings are some of the factors I faced to practice active learning.*

Researcher: Do the assessment techniques employed facilitate active learning? How?

Teacher Educator: *I don't think that the assessment techniques employed facilitate active learning. Because, most of the time we use tests and exams for the purpose of grading instead of using the different assessment techniques as we felt it challenging.*

APPENDIX - G

Extracts of interview Responses of Prospective Teachers

Researcher: How do you think about the practicability of active learning in your classroom?

Prospective Teacher: *I think our teachers attempted to make practical some active learning techniques. But, due to shortage of time, lack of materials, the teachers' lack of commitment and interest, it is not well implemented.*

Researcher: What do you know about active learning? How is it advantageous for learning English?

Prospective Teacher: *Language is not content it is a skill, so active learning enhances learning the language skills by providing opportunities to practice the language.*

Researcher: Do you think the teaching module suits to employ the effective active learning strategies? How? Why not?

Prospective Teacher: *I don't think the module which is prepared by our instructors' suits to employ different active learning strategies. Even shortage of modules is our serious problem in learning English language.*

Researcher: what major problems do you think affect active learning implementation?

Prospective Teacher: *Time, teachers' lack of interest and commitment, shortage of teaching modules and lack of materials are very serious problems.*

Researcher: What about the assessment techniques? Do they facilitate Active learning?

Prospective Teacher: *Assessment is mostly taken from tests and exams and I don't believe it facilitates active learning?*

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of the materials used for the thesis are dully acknowledged.

Name

Yewulsew Melak

Signature

_____

Addis Ababa University, Addis Ababa

Date of submission: 5 June 2009