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**THE PERCEPTION AND ROLE OF EFL STUDENTS ON THE
IMPLEMENTATION OF ACTIVE LEARNING: THE CASE OF
ADWA COLLEGE OF TEACHER EDUCATION**

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This is to certify that the thesis prepared by Mulu Meressa, entitled: **The Perception and Role of EFL Students on the Implementation of Active Learning** and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Teaching English as a Foreign Language) complies with the regulations of the university and meets the accepted standards with respect to originality and quality.



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Abstract

The main purpose of this study was to investigate the perception and role of EFL students towards active learning implementation in Adwa College of Teacher Education. To conduct the study, descriptive survey method was employed. And the data were collected from 65 English majoring students and four (4) EFL instructors in the college. In the selection of this sample population, purposive sampling technique was used. The data gathering instruments were observation, questionnaire, interview and overviewing of EFL course modules. The data gathered through questionnaire and classroom observation were analyzed quantitatively using percentages; the interview and overview of EFL course modules were analyzed qualitatively. The findings of this study revealed that students have a positive perception towards active learning though their participation and other roles on the implementation of active learning were low. Similarly, instructors were in favor of active learning methods. However, they did not practice the methods in the classroom frequently. Relatively the most common active learning methods in which students involved in EFL classes were group/pair work, discussion, question and answer. Most of the active learning methods were found as being implemented less frequently in EFL classes of the college. Among the external factors hindering the role of students on the implementation of active learning were instructors' inclination towards the traditional lecture method, scarcity and poor organization of EFL modules, large group size, shortage of time, lack of feedback and motivation, language problem were the major ones; and personal factors like shyness, anxiety and fear of mistakes were found to be obstacles that made students lag behind. Finally, so as to minimize the impeding factors, some recommendations were forwarded by the researcher of this study.

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Definition of Terms

Active learning: refers to active involvement of the learners on different learning tasks within and out of the classroom; it includes group work, project work, role play, discussion, problem solving etc.

Implementation: is how teaching-learning activity put into practice in/out of classroom by teachers/instructors in educational institutions.

Perception: the view/feeling of instructors or students on the Implementation of active learning.

Motivation: there are two types of motivation: extrinsic and intrinsic motivation. However, motivation in this study refers to only the extrinsic motivation instructors use to energize their students so that they can actively be engaged in the activities and play the roles expected of them.



Acronyms

ACTE:	Adwa College of Teacher Education
CLT:	Communicative Language Teaching
EFL:	English as Foreign Language
ELT:	English Language Teaching
GDE:	Guanting Department of Education
HDP:	Higher Diploma Program
ICDR:	Institute for Curriculum Development and Research
MOE:	Ministry of Education
NETP:	New Education and Training Policy
TESO:	Teacher Education System Overhaul.
TGE:	Transitional Government of Ethiopia
USAID:	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Background

In the realm of language teaching, the intention of making learners active participants in the course of learning and decision making has been emerged since the 1960's being influenced by constructivist view of learning (Tudor, 1996). The Constructivist's central idea is that human learning is constructed, that learners build new knowledge up on the foundation of previous learning. That is learners construct new understandings using what they already know. There is no tabula rasa on which new knowledge is etched; rather, learners come to learning situations with knowledge gained from previous experiences (Bernat, (2005).

From the above discussion, what we may deduce is that learners have their own role to play in the learning process, and constructivism is the theory of learning which supports learners' participation. Constructivists stress that in the process of learning, there should be active role of students for understanding and discovery. In line with this, Silberman (1996) reminds us that real learning is not memorization. Most of what we memorize is lost in hours. That is, learning cannot be swallowed. In order to retain what has been taught, students 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 someone else so that long lasting and real learning occurs, which represents active learning.

As Roblyer et al. (1997) stated, the traditional approach (teacher-entered) obliges students to submissively grasp and regurgitate information when conveyed by the teacher; and the teacher is viewed as the only source of information. However, (Silberman, 2005) learning is not an automatic consequence of pouring information into another person's head. It requires the learner's own mental and physical involvement; lecturing and demonstrating, by themselves, will never lead to real, lasting learning.

Unlike the traditional approach, active learning is an instructional method in which students actively participate in their learning process (Bonwell and Eison, 1991) via learner-centered activities that exercise the higher-order thinking skills rather than passively listening to a lecture.

Regarding this, Silberman (2005:1) says, “You can tell people what they need to know very fast. But they will forget what you tell them even faster. People are more likely to understand what they figure out for themselves than what you figure out for them.” He further states, “In order to learn something well, it helps to hear it, see it, ask questions about it, and discuss it with others. Above all else, we need to do it; we know that people learn best by doing.” Therefore, the learning process as well as the product of the learning process is more effective in an active learning environment rather than the traditional learning environment (Roblyer et al, 1997).

This is the notion that the Ethiopian government has aimed at employing active learning methodologies to bring quality in education system since early 1990s. This is further confirmed when we refer to different versions of the New Education and Training Policy, NETP (TGE, 1994) and the Education and Training Policy and its Implementation (MoE, 2002). Moreover, USAID (2007) stated that one of the most important areas targeted by the government for the quality reform has to do with instructional methods. Parallel to the rapid expansion of the education system, the government called for improving quality of education by introducing interactive or active learning methodologies in the classroom. This was because employing interactive teaching and learning process was believed to be effective for improving student learning. Therefore, the new education and training policy (TGE, 1994) has stressed on issues of improvement of learning process towards a focus on student’s active engagement through active learning.

However, there are still some constraints which can impede the proper implementation of active learning. Concerning this, Lue (2000) reveals that some of the factors hindering the implementation of active learning 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. This indicates that still there is a gap between the theories and the practices of active learning in the actual EFL classes. So this problem calls for further investigation to alleviate these defects on the long run.

1.2 Statement of the Problem

Tudor (1996) and McCombs (2002) stated that in active learning approach, students are seen as being able to play a more active and participatory role than is usual in traditional approach. And the teacher is also supposed to give attention to meet individual learner's needs by being in charge of implementing the curriculum and influencing students' learning. This implies that active learning involves learners in doing things and thinking about the things they are doing. And to initiate the process of desired behavioral change, teachers are supposed to utilize the views and interests of their students.

Nevertheless, as Alemayehu and Solomon (2007) said, education in Ethiopia was highly authoritative, teacher-centered and considered students as mere information receivers. But the main intention of any formal educational practice is to bring long lasting and authentic behavioral change among learners. To realize this intention, it must be learners who should actively participate and lead themselves towards the required end (Ibid, p104). Thus, it is believed that active learning is the method that leads to effective teaching-learning so as to bring about the expected behavioral change. This is the reason that the education and training policy and the existing curriculum of Ethiopia call for active learning (Lue, 2000).

The Education Policy Statement of Ethiopia refers frequently to the employment of learner-centered, active-learning, and problem solving approaches in different contexts. In the same way reformation of the curriculum has been made to require teachers to implement active teaching-learning methods in the classroom. To realize this, the Ministry of Education has made various attempts at higher institutions to institutionalize active learning. One of these attempts is the Higher Diploma Program (HDP) which is intended to certify teachers at the levels as Licensed Teacher Educators (MoE, 2003). In the teacher's handbook of this program, active learning as a method of teaching, which is intended to make learners active participants in their learning is treated as one aspect. In addition to this, Teacher Education System Overhaul (TESO) program was introduced in 2003. Among the major programs of this document, emphasis is given to the implementation of active learning in the pre-service and in-service programs of teacher education. The rationale of promoting active learning in this level is to train the prospective teachers as competent and responsive in their career. So, one of the tasks of the teacher education

institutes is to prepare teachers who would be able to promote active learning and to develop problem solving skills through a learner- centered approach (MoE, 2003).

However, local researches that had been conducted in different setting disclosed that there are still problems in the practical implementation of active learning in the EFL classes. Concerning this, Mengistu (2007) conducted a research on the implementation of active learning. He found that the magnitude of practicing active learning in EFL classes was low – instructors were not applying the active learning methods properly. Similarly, Tesfaw (2007) investigated the practice of active learning strategies. His major findings were: teachers' knowledge and skills of implementing active learning techniques was substandard; and teachers apply very limited active learning strategies: group work, pair work and independent work were employed. On the other hand, the traditional lecture was the predominant way of teaching in the classroom. As he reported, lack of training in applying varieties of active learning strategies and students lack of background knowledge particularly their lack of communicative skills were the major factors that hinder the implementation of active learning. Deneke (2009) on his part reported that the most commonly used active learning techniques in EFL classes were group work and questioning. As his finding indicated, the factors hindering the practice of active learning were teacher educator's tendency towards traditional method, prospective teachers' lack of interest, and crowded contents of EFL modules, large class size, and inadequacy of instructional materials. Moges (2007) assessed the techniques practiced by EFL teachers in implementing active learning and he revealed that teachers and students perceive active learning positively; however, their practices of active learning were low. In his report, the factors that affect the implementation of active learning were teachers' and students' tendency to traditional lecture method, lack of students interest, shortage of time, lack of instructional material and large class size. *But why do students and instructors tend to the traditional lecture method if they really perceive active learning positively?*

All the above researchers have commonly identified the factors that impede teachers to implement active learning, but they did not consider the factors that impede/promote students to perform/play their active role in the implementation of active learning. And they recommended what teachers should do but not what students should do to implement active learning effectively. Moges (2007) and Deneke (2009) commonly concluded that students' lack of

interest was one of the factors that impede the implementation of active learning. This in turn raises a question, *why were not students interested? What could be the reasons that made students uninterested?* It seeks an answer. Similarly, the researcher as a high school teacher and college instructor personally experienced that students were reluctant when they were instructed to discuss in groups which is one of the active learning methods. Thus, the researcher hypothesized that there could be factors that hinder learners from being actively engaged in the implementation of active learning. Therefore, it is imperative to investigate the perception and role of EFL students on the implementation of active learning at Adwa College of Teacher Education.

1.3 Objectives of the Study

General Objectives

The main objective of this study is to investigate the perception of students towards active learning and their roles on the implementation of active learning in EFL classes.

Specific Objectives

The specific objectives of this study are to:

- 1) examine the perception of students towards active learning.
- 2) investigate the extent of students' roles in the implementation of active learning.
- 3) explore the factors that hinder or promote students to play their roles in the practice of active learning.

So as to achieve the objectives, the researcher has posed the following basic research questions to be answered through the investigation:

- How do students perceive active learning?
- To what extent do students play their roles in the implementation of active learning?
- What are the factors that impede or promote students to perform their roles in active learning implementation?

1.4 Significance of the Study

The researcher hopes that this study will be significant in that it may:

- help students to be cognizant of whether the roles expected of them matches with what they actually do in active learning. This awareness in turn may make them either modify or totally change their roles.
- help instructors to be aware of what they ought to do so as to enhance students' roles during the implementation of active learning.
- provide the necessary feedback regarding what students should and should not do during the practice of active learning.
- help textbook writers to have awareness on what students do in the class so that they would include the roles of teachers and students in the textbook for active learning
- serve as a stepping - stone for a large scale study on related areas and serve as a reference for other researchers.
- also fill the gap that has not been seen and investigated so far by the previous studies on active learning.

1.5 Delimitation of the Study

The researcher believes that it could have been better to conduct the study in a wider scope. Nevertheless, the limited time and other resources do not allow to do so; and for proximity and accessibility the study was delimited to EFL classes of Adwa College of Teacher Education (ACTE) as this is the work place of the researcher.

1.6 Limitation of the Study

There were factors that might have somehow affected the study and among which one was unavailability of up-to-date reference materials which would better enrich the contents of this study. The researcher had initially planned to video record the classroom observation. However, this plan was abandoned as most of the instructors were found reluctant to be recorded.

1.7 Organization of the Study

The study comprises five chapters. Chapter one discusses background of the study, statement of the problem, objectives of the study, significance, delimitation and limitation of the study. The second chapter reviews the literatures which have direct relation with the main topic of this study. Chapter three presents the methodology and procedure of the study. Chapter four deals with the presentation, analysis and interpretation of the data gathered. The last chapter, chapter five, covers three main sections: summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature and research findings that lay conceptual framework of active learning. It discusses the concepts, perceptions/views of active learning and the way it is implemented; the role of students and instructors, barriers that impede the implementation of active learning in general and students' roles in particular will be reviewed.

2.1 Instructional Methods

According to Borich (1988), instructional methods are the means by which teachers attempt to impart the desired learning or experiences in a way that learners understand and bring behavioral changes. And the knowledge of a variety of instructional methods and the flexibility to change them are important things that teachers should have. In the same way, the ability to select an appropriate instructional strategy for a particular learning to happen is a teacher's task. A major rationale of instruction is to lead a learner to independence and the ability to learn for himself or herself. Thus teachers are supposed to vary the kind of instructional methods in order to help learners achieve the desired effect.

2.1.1 Classification of Instructional Methods

Different scholars use different types of classification when referring to instructional methods. According to Mutassa and Wills (1995) and ICDR (1999), the most common classifications of instructional methods are:

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

Though these classifications of methods use different terminology, mostly they have similar conceptual frame of reference, i.e. the degree of student's participation in the instructional process is the common basis of all these classifications. Thus, Capel *et.al*, (1995) and Borich (1988) realized that the classification of the above instructional methods is made based on:

- a) The source of the knowledge_ i.e. who is the center of the knowledge?
- b) The role of the teacher_ i.e. is the teacher a stage settler or information provider?
- c) The roles of the students i.e. - are the students active listeners or active doers?
- d) The mechanism of evaluation_ i.e. is the evaluation system subjective or objective?

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

2.1.1.1 Teacher-centered Instructional Method

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

This shows that teacher-centered instructional 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 and Frazee et al, 1995). According to ICDR (1999), in this mode of teaching, the teacher uses “chalk and talk” or other methods of teaching in which he/she is active and students stay passive. The teacher either writes notes on the board, which the students passively copy in their exercise books, or memorize the information from their textbooks. Frazee et al (1995) explained that skills are taught by the teachers’ telling, describing, demonstrating and explaining the desired technique step by step in their attempt to master the techniques via drills, practice and recitation.

Similarly, Eggen (1996:180) 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 instructional method, teaching takes predominant role over learning. Indeed, pupils are assumed to be “Empty vessels” that have to be filled by the teacher (Lue, 2000). In this case, the teacher will do most of the talking and it is the students’ duty to listen to what the teacher has to say, memorize and repeat it during reaction period or in examination papers (Eggen, 1996).

Moreover, the teacher is the person in authority in the learning situation (class) whose role is to impart knowledge and skills to the learners. And learners see themselves as passive recipients of knowledge expecting the teacher to be in charge of their learning (Nunan, 1992). As a result, most students do learn how to conform, obey and follow directions, but they are less likely to learn how to apply classroom skills to the problems of daily life they encounter outside the classroom (Callahan, et al, 1988).

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

- a. The teacher is more active than the students.
- b. The teacher is active in explaining, monitoring and describing.
- c. The learners listen passively while the teacher ‘pours knowledge into them’.
- d. The desks are arranged in straight rows.
- e. The main activity of the learners is listening and perhaps copying notes from the chalkboard.
- f. There is usually no group work.



Therefore what we may deduce from the above discussion is that teacher-centered instruction has a limitation in promoting learners active involvement in the course of learning. Besides, this type of instruction may not give learners the opportunities to discover their own learning strategies. Because in the teacher- centered classrooms, the teacher is taken as a knowledgeable person of the subject matter. In other words, the roles of the students’ experience have not been recognized, i.e. learners are the passive receivers of knowledge and teachers and texts books are the only sources of knowledge. Moreover, emphasis is given to theory rather than practice and the successful student is the one who can display his knowledge of facts that he/she has been fed.

2.1.1.2 Student-Centered Instructional Method

Nunan (1992) argues that in student-centered instruction knowledge is seen as open to negotiation and redefining by challenging existing constructions of meaning. And learning can become a discovery of new understanding for the learners rather than being recipients of their teacher's insights. Nunan further states that the central notion of this type of instruction is learner education, which emphasizes helping them to develop an awareness of their learning in terms of: a) their self- concept and view of their role as a learner; b) the process of learning, and c) the learning task. In contrast to the teacher-centered instruction, here the role of the teacher is limited in the course of learning. For instance, the class behavior is owned by whole group of which the teacher is one member. In other words, the teacher is not the authority to control and manage each and every aspect of learning.

Student-centered method promotes active involvement of the learners. In this case, learning is an active process to the extent that the learner is active throughout the activity, within the class and outside the classroom. In line with this, Silberman (1996) states that when learning is active, students perform most of the activities use their brains analyzing ideas, solving problems and applying in their daily life what they have learned.

On the other hand, 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 decisive for 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) describes that the best way to learn a language is to use it. This means practicing it 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 previous knowledge. According to Brown (1994), students will have a higher motivation to learn when they have a real stake in their own learning.

To conclude, 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 is mandatory and the teacher acts as a facilitator rather than a controller.

2.2 Active Learning Defined

For various scholars active learning is not a single instructional method that could have a single definition. Regarding this, Chickering and Gamson(1997); Meyers and Jones(1993) claimed that it is unlikely to state a single definition of active learning. This is because active learning does not refer to a single instructional method or approach. But it is treated as an instructional approach that comprises various learning techniques or strategies, which focus on learners' involvement. Active learning is derived from two basic assumptions (Chet et al, 1993) that:

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

Squazzin and Graan (1998) defined learner-centered (active-learning) as it 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 this, Mckeachie (1998) explained that active learning is an inclusive term that refers to several models of instruction that focus the responsibility of learning on learners and involves them directly and actively in the learning process itself. For Bonwell and Eison (1991), active learning is a process whereby learners are actively engaged in the learning process, rather than 'passively' absorbing lectures. They further stated that students must do more than just listen. They must read, write, discuss or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher order thinking tasks as analysis, synthesis and evaluation. In this method, therefore, learning by doing is emphasized which leads to students learning.

Moreover, in the course of language teaching and learning Tudor, (1996) referred active learning as a means of allowing learners to play a fuller, more active and participatory role in their language study. Tudor has further stated that effective language teaching refers to making teaching structure of the language more responsible to the needs and expectations of learners, and encouraging learners to play an active role in their language study.

Silberman(1996) on his part stated that active learning is a form of learning that directly engaged the student in the learning process. It is an approach that gives due emphasis to the learner to be an actor in learning and searching solutions rather than to be dependent only on the teacher. 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; and 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 et al, 1995).

Bonwell and Eison (1991) assert that active learning is 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 the 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.

According to Lue (2000) 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).

Generally, in order to make teaching- learning process active the following basic points are to be considered (ICDR, 1999):

- Learning is effective only when students can use it, connect it to their day-to-day life, or actively participate in it.
- Effective learning is not memorizing facts and lists of knowledge.
- Learning facts alone is not enough to prepare students to understand and participate in the complex world.

- Teaching learning must prepare students to solve problems and to use information from their environment and other sources to make a better life for themselves, their families and their communities.
- We must provide the students with more than one source of information so that they can understand different perspectives and have many inputs.
- We must encourage students to communicate effectively about what they are doing and what they are learning.
- A focus on students' interest and use their previous knowledge as a departure point helps students engage and become motivated to learn. The relevant question posed to the students will force them to ponder and question their thoughts and conceptions.
- We must structure learning around primary concepts. This refers to building lessons around main ideas or concepts, instead of exposing students to segmented and disjoint topics that may or may not relate to each other.

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

2.2.1 Characteristics of Active Learning

As active learning refers to various methods of instruction, it is likely to have various features that characterize it. Thus, understanding the major characteristics of active learning can help one while implementing active learning methods in the teaching learning process. Capel, et al. (1995) and Tudor (1996) have stated some common characteristics of active learning as follows:

- Students are involved in more than listening and less emphasis is placed on transmitting information.
- More emphasis is placed on developing students' skills where they are involved in higher- order thinking (analysis, synthesis, and evaluation).
- Students are engaged in activities (e.g. reading, discussing, writing), and greater emphasis is placed on students' exploration of their own attitudes and values.

- Active learning promotes habits of learning in which it is characterized as learning how to learn.
- Active learning entails an active and reflective involvement of learners in their course of study.
- Active learning lets learners create their own interpretation of the world of information.

2.2.2 Merits of Active Learning

Active learning is vital (Bonwell and Eison, 1991) in the classroom because of its powerful impact up on students learning. One of the important aspects of this model of teaching is that learning that goes in the classroom is “active” (ICDR, 1999). That is active learning can’t occur without the participation of students. However, in order to be active and creative, one should have high commitment, hardworking ability, enthusiasm, and confidence (Silberman, 1996).

Active learning has a profound significance for both teachers and learners in the course of learning. This may range from enhancing individual learner’s retention skill to promoting group behavior. Capel et al, (1995) backed up this idea as follows:

Active learning strategies benefit both teachers and pupils. As a teacher it enables you to spend more time with groups or individuals, which allows better quality assessment to take place. For the pupils the methods encourage autonomous learning and problem- solving skills important to both academic and vocationally based work. The advantages of active learning to pupils include greater personal satisfaction, more interaction with peers, promotion of shared activity and team work; greater opportunities to work with a range of pupils. (p.229)

Furthermore, active learning strategies which mostly focus on cooperative learning have some other contributions in effective learning of students. Confirming this, McKeachie (1998) pointed out the following benefits:

- Individual students may get stuck on a problem and give up, whereas groups of students tend to keep going.
- Students become exposed to alternative problem solving strategies.
- Students are much less fearful of generating and answering questions among themselves than individually and directly to the instructor in class.
- Students learn best when they tend to teach other students.

More important is that when learning gives students the chance to actively engage in the process and when teachers allow them to see the relation between what they know and experienced, it encourages the development of creativity, inquisitiveness and motivated learning. Moreover, student's active participation in guided and authentic collaborative exercise helps students to expand their thinking and build new knowledge (Ibid).

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 quiet 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 (Silberman, 1996).

Concerning the advantages of active learning, Mckeachie (1998) states that using active learning besides the retention of information there will be improvements in: student-teacher interaction, student-student interaction, academic achievement, communication skills, higher-level thinking skills, teamwork, the attitude towards the subject and motivation to learn.

In conclusion, active learning has many 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 The Practice of Active Learning in E L T

Language teaching in general, English language teaching in particular, has come through different innovations of methods. These methods vary from Grammar Translation Method which focuses on lesson organized around grammar points (Richards and Rodgers, 2001) to

Communicative Language Teaching method which pays systematic attention to functional as well as structural 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; Savignon, 1983 in Richards and Rodgers 2001).

In CLT classroom, the learners are not passive recipients, rather they are active participants. In line with this, Richards and Rodgers (2001) explained that 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 learner is that s/he should contribute as much as s/he gains and there by learn in an interdependent way.

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 participant of learning (Harmer, 1991; Little wood, 1981 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.

All in all, CLT advocates active learning or student-centered learning. Based on the above discussion, 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.

2.4 The Role of Teachers and Students in Implementing Active Learning

Different researchers have proposed a definition to the term 'role' as it frequently used in the field of language teaching. Widdowson (1987:83) defined role as "a part that people play in the performance of social life." Write (1987:7) also says, "Role is a complex grouping of factors which combine to produce certain types of social behavior." According to the Oxford Advanced Learners' Dictionary (2006) role refers to the function or position that somebody has or is expected to have in an organization, in society or in a relationship. Thus, role can be defined as a part assigned to someone within a society or a certain social group to accomplish a certain social responsibility. In the classroom setting, the teacher and the students play their own role to attain the objectives of the course or program.

2.4.1 The Role of Teachers

Scholars have underlined that teachers play decisive role in the implementation of active learning. Regarding this, Lue (2000) states that teacher's roles 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. Thus supporting students to be powerful in developing their skills and capacities is the most important role of teachers in active learning. As it is stated in the MoE (2008), one of the most difficult tasks for learners is to sort out what to pay attention to; they cannot tell what the essentials are and what are not. Learners achieve best when they are clear what is expected of them. So teachers should tell students the objectives of the lesson, key points of discussion and importance of the activities as well.

Despite the fact that the teacher is not at the centre in the process of active learning, it is assumed to have a big responsibility for the effectiveness of the activity. According to Callahan et al (1988), what are essentially involved in active learning are the activities that are used in the process of learning. So 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 their progress. Rivers (1987) on her part asserts that the teacher can play a key role in developing contexts and situations that create opportunities for students to involve in some kind of interaction. She further states that teachers should receive any forms of opinion, and they should tolerate students' errors while they involve in communicative activities. Bejarano (1987) reveals that the teacher is no

longer a lecturer or transmitter of material, but a facilitator of learning who focuses on the learning process by encouraging cooperation among the students. In line with this, Breen and Candlin (1980) cited in Yoseph (2009) point out that the teacher plays three key roles placing interaction through group-formation in its centre: acting as facilitator, a participant, and an observer and learner. In addition to this, the role of the teacher in communicative activities include: providing advice, acting as a source of guidance and support, monitoring students' strengths and weaknesses and their use of the target language (Littlewood, 1981). Concerning the involvement of the teacher in the small-group discussion sessions, Kramsch (1987) in Mengistu (2007), states that the teacher goes from group to group without intervening, but taking mental or written notes of confusions, errors, or interesting insights. This indicates that the teacher should not interfere during group discussions; rather s/he needs to take notes of what has been observed and share it with the other students at the end of the discussion. Generally, in active learning, the teacher is expected to act the following roles: facilitator, motivator, manager, informant, social worker, monitor, model and counselor (MoE, 2008).

2.4.2 Characteristics of a Good Facilitator

As it is stated in MoE (2008), a good facilitator:

- ✓ Explains the purpose of discussion clearly.
- ✓ Assures group members that their ideas are valued.
- ✓ Challenges comments made by group members.
- ✓ Listens to, and builds on contributions of group members.
- ✓ Stops 'dominators' from talking.
- ✓ Summarizes the discussion at the end, but try not to make a judgment.
- ✓ Encourages the 'silent listener' with prompt questions.
- ✓ Ensures that all group members feel part of the activity.
- ✓ Introduces activities or questions to stimulate discussion.

2.4.3 The Role of Students

In promoting active learning, students need to carry out different roles and responsibilities as they are the principal actors and are at the very heart of the classroom interactions. While learning they are expected to have a more active and participatory role than is usual in traditional

approach. Hence, students bring their own set of beliefs and values, their culture, ethnic and social backgrounds (Plass, 1998 cited in Moges, 2007). 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 the following: a student shares his /her prior experience, distinguishes objectives, makes inner speech, takes initiative, chooses and makes 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 faced etc. In line with this, Breen and Candlin (1980) cited in Yoseph (2009) assert that one of the main roles of the students is negotiating meaning between themselves, their learning process, and they progressively explain the learning objectives. Similarly, Nunan (1988:86) indicates, "In small-group interaction tasks, learners are required to put language to a range of uses, to use language which has been imperfectly mastered, to negotiate meaning, in short, to draw on their own resources rather than simply repeating and absorbing language."

Meanwhile, Byrne (1987), Harmer (1991), and Rivers (1987) declared that students may not perform their expected roles in implementing group work (the common method of active learning) due to: students' previous learning experience, learning style preference, lack of awareness, lack of commitment, the nature of the classroom, inappropriateness of tasks/activities, students' perception (e.g. they might complain that they are not being taught when they learn in groups).

Generally, to learn the language effectively, 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 active learning process in order to understand what they are expected to know. Beyond their active involvement, students may play the roles which include: an encourager, a harmonizer, an expediter, a compromiser, an observer, and an evaluator in the EFL classroom (Nunan, 1988).

2.5 Teachers' and Students' Perception about Active Learning

Teachers' and students' perception of active learning largely depends on the knowledge they adhere. For instance, teachers and students who strongly support the traditional method of teaching assume that the teacher is the only source of knowledge and knows best. In this case, teaching takes predominant role over learning. Indeed students are assumed "empty vessels" to be filled by the teacher. Thus, due to their perceptions many teachers and students tend to neglect active learning (O'Hara and O'Hara, 1998 cited in Deneke, 2009). Here under how teachers' and students' perception affects the implementation of active learning will be discussed in detail.

2.5.1 Teachers' Perception

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 brings an extra demand in planning and preparation of lessons. Their perception persists that active learning takes too much time and covering the content/portion is impossible. Even they come to the conclusion that active learning may be nice in theory but unrealistic in practice. These all show that there have not been enough and concrete perception about how to install active learning in the classroom; this in turn leads to negative reactions towards implementing active learning (Capel et al, 1995). The misconceptions discussed so far indicate that teachers have not understood as active learning enables them to spend more time with groups and individuals to give access to special needs of students and contribute to a better and quality learning.

Richards and Lockhart (1994) stated that teaching is a personal activity, and it is not surprising that individual teachers bring to teaching very different beliefs and assumptions about what constitutes effective teaching; i.e., teachers' perceptions and attitudes about teaching and learning are key factors that affect classroom behaviors. In line with this, Ulichny (1996) underlines that teachers' planning and executing classroom activities are guided by their beliefs and attitudes.

The teachers' perception and their whole personality are shaped by their past teaching and learning experiences and the educational culture of the society. Regarding this, Silberman (1996)

claimed that teachers incline to teach the way they have been taught and the chalk and talk model is what we all grew upon.

To conclude, teachers' perception about active learning influences their effort in implementing it. In other words, teachers' positive perception facilitates active learning in the EFL classroom and their negative perception, on the other hand, hinders its effective implementation.

2.5.2 Students' Perception

According to Dary and Terry (1993) students' past experience, which is a transformative rather than passive accumulation of knowledge, is very important. They notice that unless learners consider the implication of the ideas there in their own lives and decide to act, know and believe in the ways, they are likely to adopt a passive acquiescence to the teachers' knowledge structure. And ultimately, this passive students' learning has not made a difference because it has not been transformative and at best resulted in some accretion of knowledge. Thus, it is possible to suggest that active learning seeks the emancipation of learners from the old belief that has dominated methods of teaching over the last century.

In spite of all the contributions of active learning discussed earlier, the students may not have appropriate perception and may have developed negative perceptions for various reasons. Students, for instance, may look shy and uncooperative at the beginning of active learning, because they are accustomed to the traditional instructional method where they are expected to listen attentively and try to memorize what have been learned for the purpose of examination. This discloses that learners are not trying and/or have no access to use their prior experience. They do not challenge their old assumption or they do not create new meaning or perspectives that are more inclusive, integrative and open to alternative views, which can emancipate them from strong belief on stimulus- response mechanisms (Dary and Terry, 1993).

In this vein, Tudor (1993) asserted that when learners come from a culture where the teacher is seen as a figure of authority, the attempt to share decision-making with students may be seen as an abdication of responsibility and may thus forfeit students' commitment to the course as a whole. Richards and Lockhart (1994) advocate that learners' perception influences the way they interpret learning within the classroom context. 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, resulting a negative attitude towards learning (Bernat, 2005).

As Tudor (1993) stated learners hold both facilitative and inhibitive beliefs about learning in general and language learning in particular, promoting positive perception in the classroom and eliminate the negative ones is the primary concern of teaching. If we are to discover what characterizes 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.

Regarding active learning, Ricahrds and Lockhart (1994) concluded that supportive and positive perceptions help to overcome problems and thus sustain motivation while negative or/and unrealistic perceptions can lead to decreased motivation and frustration. In other words, learners’ preconceived perceptions affect the implementation of active learning.

2.6 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. Teachers need the opportunity to develop shared goals, expectations and beliefs about what good teaching is and how to carry out instruction (Smith, 1987). In line with this, 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.

However, Mukalel (1998) suggests that if the expectation that ‘learners should be the agents of change’ is taken seriously, the capacities this work requires of them should be considered carefully, pre-service and in-service teacher education ought to be examined critically and ways to enhance teachers’ learning across their careers should be explored more. So, as Frazee et *al.* (1995) stated, the training of teachers is a crucial factor among other factors that affect the

implementation of active learning, because the teacher is the final decision maker as regard to the actual learning opportunities provided to the students. The best designed curriculum as well as the poorest owes the ultimate success or failure to the quality of the teachers' planning and implementation. This implies that if teachers lack knowledge of the active learning methods which require new roles and commitment, implementation will be seriously hampered.

Thus, if ever teachers are to be successful with a new educational innovation, they have to get adequate practical training that can lead them to success. Nunan (1992) strongly remarked that it is insufficient simply to throw teachers without giving them opportunities for developing the skills they need to success. Bailey et al, (1996) also ascertained that any educational innovation can succeed if teachers possess or are given skills appropriate to the innovation. Hence, provision of in-service and pre-service teacher training is essential to acquaint teacher trainers with updated teaching-learning methodologies, which are learner-oriented (active learning). To this effect, the education and training policy of Ethiopia emphasized on 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).

In general, even though, the policy advocates active learning, there is a gap between theory and practice. Thus, teacher education needs to model class room teaching skills and methods that reflect and go in line with the Education and Training Policy. This means that at the college level the teachers, particularly English language teachers should possess the desired knowledge, skill and attitude, which enable them to apply active learning methods.

2.7 Common Types of Active Learning Methods

The failure or success of teaching depends on the use of different active-learning methods in the teaching-learning process. Even though there are lots of methods to implement active learning in the classroom, some of them which are commonly used in EFL classes will be discussed in this section.

1) Pair Work

As Richards and Lockhart (1994) stated, pair work is one of the active learning methods 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.

2) Group Work

Group-work 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 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. So the number of group members in a single group should be 4 – 6 (MoE, 2008). Moreover, the purpose, and the roles needed by the group members should be made in advance (Richards and Lockhart, 1994). MoE (2008) states different forms of group-work as follows:

a) Crossover Groups

Students are divided into groups to do a task. After several minutes, 2 members of the group move to another group to share ideas from their original group. From their sharing, more discussion is developed. After 5 minutes, they will cross-over or “move” to another group. This will ensure that the information you want the students to learn, travels through the entire class.

b) Cooperative Learning

This is a form of group work in which each group member has a specific task to complete within the group. You may assign different tasks like facilitator, note taker, time keeper, leader, observer, reporter, or tasks specific to the topic. Group members can assign tasks if appropriate. Each group member develops different skills. This activity is particularly helpful in homework tasks, group project work, group assignments, and group presentations.

c) Jigsaw Groups

This is a form of group work which works well when you have a number of different tasks or topics you want the group to cover. First, divide the class into groups, A, B, C, D and E. Each group gets a different task. Then, once that task has been completed (it could be a short activity

of 10 minutes) you reform groups by splitting up all the students who previously worked together. The new groups would have one person from group A, one from group B and so on. In the new group each of the group members explains their own task to the rest of the group. So person A explains what group A did, person B explains what group B did and so on.

d) Pyramiding

In this method, individuals complete a task first and then move into pairs. The pairs discuss the work they have just done and make improvements and corrections. Then two pairs join to form groups of 4. The groups compare the work they have done. Finally, feedback can be given to the whole group. If you have a large class, only choose two or three groups to give feedback.

e) Buzz Group (Gapped-lecture)

The teacher presents information for about 10 or 15 minutes then s/he breaks and gives students in pairs or small groups about two minutes to discuss what s/he has just told them. The teacher can give them specific questions to discuss on the topic s/he has covered. This method can be used a few times throughout a lecture to give the students time to process the information.

3) Brain Storming

Kyrincou (1998) states that brain storming 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.

4) Role Playing and Simulation

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. Similarly, simulation is referred as a group activity which requires learners

to imitate (simulate) situations, usually those which are likely to arise in one's real- life professional activities. It may sometimes involve role play (Wallace, 1991).

5) Discussion

Discussion is one of the important active learning methods in the Classroom. It 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

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 (Bennet, 1996).

8) Debating

Chet et al, (1993) explained that debating is an organized discussion on a controversial issue. Students are divided in to two groups each supporting one side of the motion-‘for’ or ‘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 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.

9) Story-telling

In MoE (2008), it is stated that 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. In line with this, Byrne (1987) states that story-telling 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. If the learners get a chance to be involved in story- telling, even the shy learners participate actively in language learning.

10) 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. 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. S/he lets them look at magazines to see what they contain and how are organized (Byrne, 1987).

11) Question and Answer

According to Silberman (1996), this technique 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 the instructor chooses a particular student, presents him/her with a question, and expects an answer forth with;

if the chosen student cannot answer the question presented, the instructor chooses another until the desired answer is received.

12) Case Studies

In this method, the teacher provides the students with two or more different situations or scenarios and the students have to study the situation and describe how they would deal with that situation. These studies should be based on real life, and force the students to make a decision on how they would deal with the situation (MoE, 2008).

13) Demonstration

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

2.8 Pro-active Learning Research Findings

Halperin,(1994) comments on the domination of old instructional approach in most higher education. He suggests that most activities today, in majority of higher education continue to reflect an old style of instruction where students sit quietly, passively receiving words of wisdom being professed by the lone instructor standing in front of the class. However, it is obvious that students cannot pay attention when they are passive for more than about 20 minutes (MoE, 2008); and McKeachie (1998) advocated that a lecture is not always an effective way to facilitate learning, because students' attention during lectures declines after 15-20 minutes. Penner (1984) cited in McKeachie (1998) realized this inevitably that in the first 10 minutes of a lecture, students retain 70% of the information presented, but in the last 10 minutes they retain only 20% of the information. Thus, three 15 minute 'lectures' broken by an activity are more effective than lecturing for 55 minutes (MoE, 2008).

Silberman (1996) noted that it is a challenging issue to develop an environment in which students become actively engaged in learning. In the institution of higher learning there have been challenges to incorporate the new model of active learning into their classrooms; some have

embraced this approach to instruction with enthusiasm while others seem more cautious in moving towards adoption.

Nevertheless, research evidences show that active learning plays a significant role in the teaching-learning process (Bonwell and Eison, 1991). For instance, an investigation into the efficacy of cooperative approaches to reading and writing instruction in different grade levels, as opposed to traditional instruction, Stevens (1987) cited in Nunan(1992) found that students working in cooperative groups significantly outperformed those receiving traditional instruction on standardized measures of reading comprehension, reading vocabulary, language mechanics, language expression and spelling. Here it was also pointed that they performed better on writing sample and oral reading measures. Likewise, Bejarano (1987) assessed the effects of two small group cooperative techniques and a whole class method on the academic achievement of students. Then it was found that learners in both small group methods significantly outperformed students in the whole class method. In the same manner, Spring (1994) cited in Breslow (1999) studied on the effect of active learning on achievement, persistence and attitudes among undergraduates in the university of Wisconsin; and the finding 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.

Other studies still 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. Similarly, Stoiber (1991) cited in Grabinger (1996) found out that active learning strategies in teacher education programs are more effective in developing reflective teachers than conventional instruction. 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.

To conclude, different research findings indicated that active learning plays numerous roles and increases students' achievement; specially, for language learners active learning plays an important role to increase their language proficiency.

2.9 Active Learning in Ethiopian Educational Context

According to Lue (2000), one of the major changes made in the curriculum reform initiated in 1994 was the paradigm shift in the model of teaching and learning. This includes the shift from the traditional to the new model of participatory active learning. In other words, the curriculum reform 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/student-centered method, and problem solving, discovery learning and the use of higher order thinking skills have been introduced. Similarly, MoE (2003) stated that 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. This document strongly criticizes the previous teacher education system, where the practices of teaching and instructional methods have been treated in theoretical way. Consequently, according to the document, the traditional teacher education program has produced teachers who, although well grounded in their subject knowledge, are not necessarily good at teaching in schools using active learning methods.

Thus, the document suggests that in the teacher education program, 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 essential agents for positive societal change. So, the intention is to prepare language teachers who can confidently teach using active learning methods 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 be able to select strategies based on students' needs.

2.10 Assessment and Active Learning

Assessment is an important part of teaching-learning process, because the way in which learners are assessed and evaluated powerfully affects the way they learn (MoE, 2008). It's 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 integrating 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. To realize this, teachers should assess students using different mechanisms.

As it is stated in MoE (2008), Self assessment and peer assessment are among the mechanisms that teachers should pursue to evaluate the teaching learning process. Self assessment is when learners evaluate themselves and what they have learned. One way of doing this is to have the students mark their own work. It helps them to be aware of what they know and what they don't know. The other way of self assessment is to have them complete a questionnaire about themselves and their learning. Peer assessment, on the other hand, is when the teacher allows his/her students assess each other. This may involve them marking each other's work, giving feedback on teaching, editing or checking work before submission, grading presentations, and giving comments on each other's performance. In line with the assessment, feedback is also very important in motivating students. Learners need feedback on their learning, early and often, to learn well. Regular feedback helps students make progress; positive feedback is a good motivator and creates a positive interaction between teacher and student (MoE, 2008). Generally, the assessment methods and feedback should be carried out in a way that facilitates active learning.

2.11 Factors Affecting Students' Roles on Active Learning Implementation

There are several factors that hinder the effective implementation of active learning in language teaching-learning process. Directly or indirectly, these factors may debilitate or facilitate students' roles in the implementation of active learning instructional methods.

2.11.1 Students' and Teachers' Perception about Active Learning

As it is discussed in section 2.5, teachers' and students' perception about active learning could be a factor that hinder or facilitate the implementation of active learning. Richards and Lockhart (1994) elaborated that when teachers and students meet for the first time, they may bring experience to the classroom that influences their practices in subtle ways. Finally, Tudor (1993) concluded that no teaching approach will work unless it is accepted by both teachers and students. This shows that if both teachers and students do not accept heartily and perceive positively, active learning won't be implemented effectively.

2.11.2 The Physical Environment and the Classroom Condition

According to Farrant (1980), the physical environment of a school/institution has its own contribution for implementing active learning methods effectively. That is, if there is availability of resource materials, library, laboratories, etc. the use of active learning can be promoted. Similarly, Lue (2000) asserts that classroom condition hinders or facilitates active learning implementation. That is, students' seating arrangement 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. 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.

2.11.3 Content of Teaching Materials

Dornyei (2005:63) states, "one of the most demotivating factors for learners is when they have to learn something that they can't see the point of because it has no seeming relevance whatsoever to their lives". In other words, students will not be motivated to learn unless they regard the material they are taught worth learning. Most of the teaching materials prepared by instructors are not suitable to carry out active learning. In line with this, Lue (2000) explains that 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. This means that, if the materials prepared are 'overcrowded' by information or contents with very few activities

and exercises, the creativity of the learners will be greatly impeded; and this in turn debilitates students' participation and other roles in practicing active learning.

Aggrawal(1996) states that learning lies not only in reading and listening, but in action, performance and expense using different instructional materials. However, in most colleges lack of language laboratory, sufficient audio visual aids, models and other instructional materials influences the implementation of active learning in language classes. Therefore, the organization of teaching materials (texts) and instructional materials play a great role in facilitating or impeding the implementation of active learning; i.e., either it enhances or hinders learners' interest and participation through active engagement.

The Nature of Task/Activity

The activity types that are chosen to be worked by students in class should all have the capacity to involve them in some kind of interaction. Ur (1996) cited in Yoseph (2009) states that the success of group work depends on the selection of an interesting and stimulating task; i.e. effective group interaction can highly be determined by the kind of activities employed in the group. Ur further states that the nature of the activities has the power to let the students in the groups remain under the shadow of silence. Nunan (1988) asserts that difficulty of the task is determined by the type of the learner: the learner's degree of confidence, motivation, learning experience, pace of learning, language skill, cultural knowledge etc. will interact to determine task difficulty). Text factors (vocabulary specificity, content familiarity, contextual clues) have also a decisive influence over the level of difficulty of a given task.

Generally, the complex or difficult nature of a task may originate either from the task itself or it associated with the intelligence of individual who is accomplishing the task. Hence, Nunan recommends that the tasks which are selected by the classroom teacher should be at the appropriate level of difficulty for the learner so that they can produce the intended result.

2.11.4 Class Size and Group Formation

a) Class size: It is not suitable to provide group activities 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 (Harmer, 1991 and Lue, 2000). Tudor (1996) on his part further confirmed that class size will inevitably have an influence on the form of interaction between teacher and learners upon which learner- centered teaching is based. In class of 10-12, the teacher can interact directly with each learner to get to know their specified background and learning preferences, but this is hardly feasible with a class of 120 or more.

b) Group Formation: Harmer (1991) suggests that groups of more than seven students can be unmanageable as the amount of student participation obviously falls and the organization of the group itself may start to disintegrate. As Bejarano (1987) claims that the class can be organized from two to six students so as to accomplish the learning task cooperatively. The learning task is based on interaction and reciprocal interdependence among the members of the group and requires mutual help. Generally, Groups of four or five members work best; larger groups decrease each member's opportunity to participate actively (Davis, 1993). Davis added that the less skillful the group members, the smaller the groups should be; the shorter amount of time available, the smaller the groups should be. Students may be assigned to get into groups to maximize their heterogeneity – mixing males with females, active and passive students, cynical and the optimistic; mixed gender and mixed proficiency pairs may be optimal (write 1987). Therefore, the grouping pattern should be given due consideration in order for students to become beneficiaries out of the cooperative learning.

2.11.5 Time

Time is a very decisive factor in implementing the active learning methods. However, MoE (2008) realized that there is always more content than time in a semester. Dornyei (2005:64) on his part claimed, “Teachers are under enormous pressure to cover the curriculum. Hence many teachers are forced to rush through the required content despite substantial evidence that doing so results in lack of student’s motivation, interest, and long-term learning”. So we need criteria for making hard choices about what to leave out; asking whether a given class activity, reading or an assignment will contribute to meaningful and long lasting learning is a useful question to ask oneself (MoE,2008). From the above expression, one can conclude that when there is more content than time, it is obvious that teachers will bother how to cover the content rather than how to implement the active learning methods.

2.11.6 Motivation

Dornyei(2005:2) says, “Motivation is related to one of the most basic aspects of human mind, and most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation”. Without sufficient motivation, even the brightest learners are unlikely to persist long enough to attain any really useful language (Ibid:5). Therefore, though motivation is the most complex and challenging issue facing teachers today (Feeman in Dornyei, 2005), teachers should aim to become good enough motivators by creating an overall positive motivational climate in the classroom. Celce-Murcia (quoted in Yoseph, 2009) claims that introducing variety into learning activities is a more external form of motivation. Thus, teachers should present various activities and are expected to motivate students by using warmers, games (MoE, 2008) and other mechanisms so that students can build a sense of fun and be actively engaged in the activities.

2.11.7 Feedback

Feedback is an essential ingredient of learning. Concerning this, Dornyei(2005:123) says, “Without feedback, motivational headquarters is effectively shut off from action.” He further states that motivational feedback can have a gratifying function; offering praise, for example, can increase learner satisfaction and lift the learning spirit because positive feedback motivates learners. “It is feedback teachers give their students in class or on their written papers that has the most salient role in bringing about changes in their learning behavior. However, if teachers are not careful enough, their comments might be counterproductive (Ibid: 122). What is discussed so far shows that feedback can be a factor that may facilitate or hinder students’ participation in active learning. So instructors/teachers should give careful feedback in a way it motivates learners.

2.11.8 Personality Factors

2.11.8.1 Self-esteem

Self-esteem refers to a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself (Coopersmith cited in Brown, 1994). According to Ellis (1994) self-esteem refers to the degree to which individuals feel confident and believe themselves to be significant people. The development of individual’s personality involves the growth of the

individual's self-concept, self acceptance, and self-reflection at the time of interaction between 'self and others' (Brown, 1994). Self-esteem originates from the individuals' experiences and assessment of their surroundings. Dornyei (2005:90) also holds, "Self-esteem and self-confidence are social products, which means that they are created and shaped by the people around us". From the above discussion, one can conclude that students with low self-esteem may not actively participate in cooperative learning.

2.11.8.2 Anxiety

According to Brown (1994), it is difficult to define anxiety but it is related to feelings of uneasiness, frustration, self-doubt, apprehension or worry. Language anxiety is a worry and depressing emotional state aroused when one learns or uses a second language (Young, 1999). Brown (1994) argues that language anxiety grows out of three principal sources: communication apprehension, fear of criticism by members of the group, and test anxiety. Similarly, Young (1999) also comes up with personal factors that are identified as sources of language anxiety. These include: low self-esteem, competitiveness, self-perceived low ability levels, communication apprehension, learner's beliefs about language learning and learner's fear of being incorrect in front of their peers. To conclude, a student who is highly anxious is less likely to interact with his/her peers.

2.11.8.3 Extroversion-Introversion

In a classroom context, extrovert students are those learners that look for social situations. Students with extroverted type of personality get power from other individuals and they usually do not prefer to depart the party. Introverts, contrarily, are interested to be alone and prefer individual activities or gatherings with a few close classmates. Students with introverted type of personality are recognized as warier, more conformist and solemn than extroverts, who are more impulsive and want to take more risks (Ellis, 1994 and Brown, 1994). Likewise, Young (1999) adds that some students are so shy, so timid, and unsure of themselves when they attempt to communicate in a second language. Unlike the introverts, the extroverts seem to be able to engage more freely in cooperative activities. This indicates that introverts could be dominated by extrovert ones.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research method employed, procedures of data collection, the instruments used to collect the data, the sample and sampling procedure applied and the method of data analysis.

3.1 Research Method

The main purpose of this study is to investigate the perception and role of EFL students towards the implementation of active learning in Adwa College of Teacher Education. Thus, descriptive survey method is chosen as it enables the researcher to describe the current status of the area of study because the use of simple statistical and descriptive statements leads the method of this study to become descriptive.

3.2 The Source of Data

This study was conducted in Adwa College of Teacher Education. Hence, the EFL instructors and English majoring students of the College were the primary sources of the data. The other important primary source was the EFL classroom. Here the actual teaching learning process was observed in order to get the first hand information on the area of this study. As a secondary source some EFL course materials (modules) were overviewed to see if they were designed in a way that promote active learning.

3.3 Sample Population and Sampling Technique

3.3.1 Sample Population

The institution that was selected to conduct the research was Adwa College of Teacher Education which is found at Adwa, the central zone of Tigray region. This was the institution where the researcher believed to access the necessary data from the subjects easily since he had an acquaintance with members of the language department.

According to the information obtained from the department of language, in the college there were six (6) EFL instructors and seventy eight (78) first and second year English majoring

students. The third year students were not included because they were sent for practicum (teaching practice in different schools). For the purpose of this study, four of the EFL instructors who were teaching the first and second year English majoring students were selected for the interview. Of the 78 students, 65 were selected for the questionnaire excluding the other 13 students who participated in the pilot study. In order to secure additional information, three instructors' classes were observed three times each (totally 9 lessons of 3 instructors) were observed. Furthermore, four instructors and six students' group leaders, from the 65, were selected and interviewed. All together 69 people were included in the study.

3.3.2 Sampling Technique

In this study the sample population was selected using the purposive sampling and availability sampling techniques. The sample students for the questionnaire were selected by using availability sampling. Whereas the four instructors were purposely selected and interviewed for they were teaching major courses of EFL for the English majoring students. In the same way, the six student group leaders were selected using purposive sampling because the researcher believes that they would give better and relevant information about the role of each member of their group during the practice of active learning.

3.4. Instruments and Procedures of Data Collection

3.4.1 Instruments

Multiple sources of information are required because no single source of information can be trusted to provide a comprehensive data. So, to accomplish the objectives of this study, three data collecting instruments (questionnaire, observation and interview) were employed. These instruments, without which the study would be incomplete, were appropriately used to elicit relevant information for the study under investigation.

3.4.1.1 Questionnaire

Questionnaire was one of the main data gathering instruments of this study. It was developed and administered to students to yield factual information. The questionnaire had four parts. The first part of the questionnaire was intended to examine students' perception of active learning.

The second part of the questionnaire consisted of items intended to see students' level of participation in each active learning methods. In the third and fourth part of the questionnaire the respondents were asked about the external and personal factors that affect the role of students during the implementation of active learning respectively.

The questions used to examine students' perception were slightly adapted from Deneke (2009) and the rest part of the questionnaire was prepared by the researcher based on the reviewed literature. For the perception questions, respondents were required to rate the degree of their agreement or disagreement to each statement on a 5 point Likert scale from 5 (strongly agree) to 1 (strongly disagree) to reflect their perception and knowledge of active learning. The Likert scale contains various positively and negatively worded characteristic statements. It was believed to be worth including both positively and negatively worded items in the questions so as to avoid a response set in which the respondents label only one side of a rating scale.

The questionnaire was not translated into their mother tongue language on the assumption that they could understand the English version. Moreover, the questionnaires were administered by the researcher of this study from the very beginning to the completion. As a result, some explanation was given regarding the concepts which they could not understand. And they could use the advantage of the availability of the researcher to clarify any difficult concept.

The researcher validated the instruments that were developed as follows: before the actual data collection was started, the instruments were prepared and given to colleagues so as to get valuable comments and criticisms on the strengths and weaknesses of the items. Based on the comments obtained, necessary modifications were made and given to the advisor for further comments, criticisms and evaluation. Then the instruments were tried out in small-scale study that was conducted on 13 EFL students (who were not included in sample respondents) in the college where the study was carried out. Based on their responses and critical comments, some vague items in the questionnaire were revised. Finally, the questionnaires were administered to 65 students, and all the papers were returned.

3.4.1.2 Classroom Observation

Classroom observation provides a clear picture of what the actual teaching-learning process looks like (Cohen et al, 2005). Therefore, to obtain more information, observation in the actual

classroom teaching and learning process was used as main data gathering instrument. For the purpose of observation, checklist was developed and employed. As the observation was not video recorded, the researcher recruited a co-observer because, as Alder and Alder (1994) stated, using multiple observers or teams can enhance the validity of observations because researchers can crosscheck each others' findings and eliminate inaccurate interpretations. Based on this, the researcher, and his co-observer observed three sessions of each of the three instructors. Hence, a total of 9 classroom observations were marked using the checklist developed for this purpose. After each observation, the two observers discussed what they observed and reached agreement. The observation was focusing on teacher- student interaction in relation to active learning, classroom facility, student population and group size in the classroom, the role of students and instructors in the teaching-learning process.

3.4.1.3 Interview

As indicated in Cohen et al (2005), interview can be used as a data gathering instrument when the researcher seeks to understand the perception, feeling and knowledge of people in a program in depth. In light of this, to supplement the data obtained through classroom observation and questionnaire, the researcher conducted interview with instructors and students using open-ended questions related to perception and roles of students on the implementation of active learning method. For this purpose, four EFL instructors and six volunteer group leaders (three students from each class) were selected to reflect on some guiding questions about active learning (see Appendices C and D). The students' interview was conducted in their mother tongue and translated into English so as to secure the validity of the data, whereas the interview with the instructors was held in English. It was tape-recorded and ultimately transcribed (see App. E &F).

3.4.1.4 An Overview of EFL Course Modules

Nunan (1988) pinpointed that materials which are designed according to the learner-centered curriculum should have authenticity. This authenticity should relate to the text sources as well as student activities and tasks. From this perspective, three EFL course modules: Communicative English Skills (Enla 102), Classroom English (Enla 106) and Grammar in Use-I (Enla 103) were selected to be overviewed in terms of availability, content and tasks/activities because these were the modules cited as examples during the interview.

3.4.2 Procedure

In this study the researcher followed some steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research questions were formulated to show the direction of the study. Then, data gathering tools were developed. After the actual classroom observation took place, the questionnaires were distributed and collected. Finally, the interview with instructors and students was conducted; and over viewing of the EFL course modules was made as well.

3.5 Methods of Data Analysis

Having collected the relevant information through the three instruments, the researcher categorized, analyzed and interpreted the data appropriately. As Flick (2002) suggested the quantitative and qualitative methods should be viewed as complementary rather than as rival camps. Thus, both the quantitative and qualitative analytical procedures were employed in this study. The data obtained from questionnaire and observation were analyzed quantitatively using simple descriptive statistics (percentages), because they can reduce the volume of data and make it easier to understand (Kumar, 1999). And the information obtained through interview and over viewing of the EFL course materials were analyzed qualitatively.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Analysis of the Main Data

This chapter presents the analysis and interpretation of data and the major findings of the study. The data obtained by the classroom observation and the questionnaire is tabulated and presented. Moreover, the information gathered by the interview is interpreted qualitatively under some themes. In general, in this chapter an attempt is made to present and interpret the overall data gathered by different instruments under the themes: perceptions and experiences of active learning, the extent of students' roles on the practice of various active learning methods, and factors affecting the role of students in implementing active learning.

4.1.1 Presentation and Analysis of Data Obtained Through Questionnaire

The responses of students' questionnaire about perceptions of active learning, the extent of students' participation on active learning and factors affecting students' roles on the implementation of active learning (see appendix 'A') were calculated, analyzed and presented in this part. The data were analyzed in line with the research questions.

Table 4.1 Frequency and Percentile of Data Collected from Students' Perception

Item	5=S.agree		4=Agree		3=Undecided		2=Disagree		1=S.disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1	29	44.62	30	46.15	4	6.15	2	3.07	-	-	65	100
2	9	13.85	12	18.46	7	10.77	21	32.30	16	24.61	65	100
3	45	69.23	14	21.54	2	3.07	2	3.07	2	3.07	65	100
4	40	61.54	18	27.69	3	4.62	2	3.07	2	3.07	65	100
5	28	43.07	25	38.46	7	10.77	4	6.15	1	1.54	65	100
6	40	61.54	17	26.15	4	6.15	3	4.62	1	1.54	65	100
7	5	7.69	9	13.85	12	18.46	23	35.38	16	24.61	65	100
8	29	44.62	22	33.85	9	13.85	3	4.62	2	3.07	65	100
9	37	56.92	16	24.62	6	9.23	2	3.07	4	6.15	65	100
10	7	10.77	12	18.46	10	15.38	14	21.54	22	33.85	65	100
11	34	52.30	23	35.38	3	4.62	3	4.62	2	3.07	65	100
12	8	12.31	10	15.38	9	13.85	28	43.07	10	15.38	65	100
13	6	9.23	9	13.85	7	10.77	27	41.54	16	24.62	65	100
14	5	7.69	9	13.85	6	9.23	24	36.92	21	32.31	65	100
15	18	27.69	23	35.38	8	12.31	13	20	3	4.62	65	100

Table 4.1 presents the items 1-15 which are in Appendix 'A' part I

It is not only instructors' perception that affects the implementation of active learning instructional methods. The perceptions and expectations of students also affect how learning is viewed and how teaching is organized (Derebssa, 1999).

In relation to this, 15 items (see appendix-A part-I) were presented to students to assess their perceptions and prior knowledge about active learning. Accordingly, the views of the respondents towards these items are presented as follows:

One of the themes of active learning is “Learning by doing” that many educators have agreed in common. Silberman (2005:1) for instance said, “In order to learn something well, it helps to hear it, see it, ask questions about it, and discuss it with others. Above all else, we need to do it. We know that people learn best by doing.” In line with this, respondents were given a statement (item 1) which says “I believe that active learning is learning by doing”. Totally, 90.77% of the respondents indicated their agreement.

In item 3 and 4 of Table 4.1, majority of the respondents strongly agreed on the two assumptions. When they were asked whether they believe active learning motivates them to learn or not (item 3), 69.23% of them replied that they strongly agree with the idea, and 21.54% of them again showed their agreement. In response to item 4, which reads “I believe that active learning makes students responsible for their learning”, 61.54% of the respondents replied that they strongly agree and 27.69% of them agreed.

As can be seen in the same table for item 5 which goes “ I believe that active learning enhances students’ level of understanding and involves them in problem solving”, totally 53(81.53%) of the respondents showed their agreement, 5(7.69%) of them showed disagreement and 7 (10.77%) of them remained neutral. However, during classroom observation students were rarely involved in problem solving activities.

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 students were required to express their opinions for the items 6 and 8. Totally, 51 (78.47%) of the respondents revealed their agreement on item 8 which reads, “I believe active learning is self initiated”; and insignificant number of students, 5(7.69%), disagreed on this claim.

Regarding item 6 (see Appendix A part-I), 57(87.69%) of the subjects showed their agreement, 4(6.15%) of them disagreed and the other insignificant number, 4(6.15%), of the respondents remained neutral. This indicates that majority of the respondents agreed on 'learning is self-initiated' and 'active learning develops self confidence and independent learning'. This was also supported by the responses from the interview that active learning enables them to develop their self-confidence.

Regarding the role of students (Item 7) which says, "Students' role in the classroom is listening to lectures, note taking and responding to questions when asked, nothing else", majority (60%) of the respondents showed disagreement. This implies that students believe that there are different roles expected of them in the implementation of active learning other than listening to lectures, note taking and responding to questions.

Item 9 inquires whether active learning provides them an opportunity to participate actively and share their experiences. Majority (81.54%) of the respondents supported this issue; 9.23% of them disagreed and the other 9.23% remained neutral. However, the classroom observation results revealed that students were not actively participating as they were expected.

As can be seen in table 4.1, item (12) which says, "I believe that the teacher holds all the knowledge necessary for students to learn" was not supported by 58.45% of the respondents. Only 27.69% of them witnessed their agreement and 13.85% of them remained neither agree nor disagree. This implies that they believe that not only instructors but also students are the sources of knowledge.

Item 13 reads, "Students learn more from lectures rather than group discussions or other methods." In response to this, 6 (9.23%) of the respondents strongly agreed and 9(13.85%) of them agreed; 27 (41.54%) disagreed and 16 (24.62%) strongly disagreed. Totally, 43 (66.15%) of the respondents showed their disagreement, 15 (23.08%) of them reported their agreement and the other 7(10.77%) remained neutral.

Similarly, item 14 states, "As to me lecture is the best way to get more knowledge." This statement was not supported by majority of the respondents. All in all, 45 (69.23%) of the respondents showed their disagreement; 14 (21.54%) of them revealed their agreement with the assumption and a small number 6 (9.23%) remained neutral. This seems to generalize that most

of the students have the assumption that lecturing alone has nothing to do with their learning. But practically as witnessed during observation, most of the time instructors used lectures in their classrooms in contrast to their responses in the interview. The student interview and questionnaire results also show that the instructors use lecture method more frequently than the other active learning methods. The reason for this may be for fear of the portion not to be left uncovered.

Based on the above discussion, one can deduce that the overall perception of students towards active learning is positive.

4.2 Frequency and Percentage of Students' Participation on Active Learning Methods

Items	5=always		4=frequently		3=some times		2=rarely		1=never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1.Lecture/explanation	15	23.08	26	40	18	27.69	5	7.69	1	1.54	65	100
2.Question & Answer	16	24.62	24	36.92	23	35.38	2	3.08	-	-	65	100
3.Brainstorming	7	10.77	8	12.31	15	23.08	19	29.23	16	24.62	65	100
4.Dicussion	19	29.23	31	47.69	15	23.08	-	-	-	-	65	100
5.Pair work	23	35.38	25	38.46	11	16.92	5	7.69	1	1.54	65	100
6.Group work	16	24.62	24	36.92	20	30.77	5	7.69	-	-	65	100
6.1 Buzz group	1	1.54	3	4.62	7	10.77	20	30.77	34	52.31	65	100
6.2 cross over groups	2	3.08	4	6.15	7	10.77	21	32.31	31	47.69	65	100
6.3 Jigsaw group	-	-	2	3.08	5	7.69	22	33.85	36	55.38	65	100
6.4 Pyramiding	-	-	3	4.62	4	6.15	26	40	32	49.23	65	100
7.Story telling	4	6.15	8	12.31	16	24.62	27	41.54	10	15.38	65	100
8.Case study	7	10.77	11	16.92	12	18.46	17	26.15	18	27.69	65	100
9.Problem solving	17	26.15	18	27.69	16	24.62	12	18.46	2	3.08	65	100
10.Debating	3	4.62	12	18.46	26	40.0	18	27.69	6	9.23	65	100
11.Demonstration	7	10.77	13	20.0	18	27.69	17	26.15	10	15.38	65	100
12.Peer teaching	10	15.38	22	33.85	18	27.69	10	15.38	5	7.69	65	100
13.Project work	9	13.85	17	26.15	17	26.15	14	21.54	8	12.31	65	100
14.Role-play	6	9.23	12	18.46	20	30.77	18	27.69	9	13.85	65	100

Table 4.2 presents items 1-14 which are in appendix 'A' part II

As Chet et al (1993) stated, the common element in the active learning approach is that teachers are removed from their role of presenting the material standing at the front of a classroom; the students are placed into the position of teaching themselves, and the instructor is converted into a coach and a helper in the process. In other words, in the active learning approach, the role of the

instructor is needed to be changed from that of a didactic teacher to that of a facilitator of learning; and students need to take responsibility of teaching themselves being actively involved in the activities. Hence, as indicated in table 4.2, different active learning methods were presented to the students to find out whether they are placed in the position of teaching themselves in participating in active learning.

The first item in the list is 'Lecture/ explanation' method. The students were asked how often they see their instructors using this method. In response to the item, 23.08% and 40% of the respondents said 'Always' and 'Frequently' respectively. This indicates that 'Lecture/ explanation' method is frequently employed. Similarly, the result of classroom observation and student interview show that lecture method was employed more frequently than the other methods.

Brainstorming was responded by 23.08% as 'sometimes', 29.23% as 'rarely' and 24.62% never. This shows that students rarely participate in brainstorming.

As to item 4, 'Discussion' is one of the most popular active learning methods responded by 29.23% 'always', 47.69% 'frequently' and 23.08% of the respondents 'sometimes'. This realizes that students participate in 'Discussion' frequently. Similarly, 36.92% of the respondents indicated that they take part in question and answer and group work 'frequently'. This shows that students take part in the aforementioned methods 'frequently'.

Buzz group, cross over groups, jigsaw and pyramiding, which are variant forms of group work, were not favored by the respondents because 52.31%, 47.69%, 55.38%, and 49.23% of the students realized that they never participate in buzz group, cross over groups, jigsaw and pyramiding respectively. When they were asked if there was an active learning method that they didn't know at all, most of the respondents listed buzz group, jigsaw and pyramiding. Thus, this seems to conclude that the aforementioned forms of group work were not implemented in the classroom at all.

As can be seen in table 4.2, majority (41.54%) of the respondents revealed that they 'rarely' participated in storey telling. Case study was also responded by 27.69% 'never', 26.15% 'rarely' 18.46% 'sometimes' and 16.92% of them 'frequently'. This indicates that students never participated in case study. On the other hand, the percentile of debating, demonstration and role

play (40%, 27.69% and 30.77% respectively) indicates that students participated in these active learning methods ‘sometimes’. 27.69% of the respondents replied that they participated in ‘problem solving’ method ‘frequently’ and 26.15% of them ‘always’. However, the classroom observation result indicates that students participate ‘sometimes’ in problem solving method.

To conclude, the methods in which students frequently participate are lecture, discussion, question and answer, group work and pair work. In general, what is discussed so far indicates that students participate in most of the active learning methods ‘sometimes’. And the observation and student interview results also indicated that students sometimes participate in active learning methods. On the other hand, it seems to generalize that the active learning methods are implemented in the classroom ‘sometimes’.

Table 4.3 Frequency and Percentage of External Factors Affecting Students’ Roles in Active Learning Implementation

Items	4= Most Serious		3=serious		2=undecided		1= not serious		Total		Rank
	F	%	F	%	F	%	F	%	F	%	
1	21	32.31	30	46.15	5	7.69	9	13.85	65	100	5
2	13	20.00	20	30.78	8	12.30	24	36.92	65	100	8
3	14	21.54	13	20.00	15	23.08	23	35.38	65	100	9
4	10	15.38	18	27.69	9	13.85	28	43.08	65	100	11
5	24	36.92	23	35.38	7	10.77	11	16.92	65	100	7
6	37	56.92	13	20.00	6	9.23	9	13.85	65	100	1
7	11	16.92	12	18.46	13	20.00	29	44.62	65	100	12
8	14	21.54	16	24.62	8	12.30	27	41.54	65	100	10
9	24	36.92	23	35.38	12	18.46	6	9.23	65	100	4
10	18	27.69	33	50.77	6	9.23	8	12.30	65	100	6
11	30	46.15	22	33.85	8	12.30	4	6.15	65	100	2
12	15	16.92	36	55.38	7	10.77	7	10.77	65	100	3

As can be seen in table 4.3, twelve factors that may affect students' roles in practicing active learning were provided. And, the views of the respondents towards the problems are presented as follows (see Appendix 'A' part III):

Capel et al (1995) explained that some teachers dislike active learning simply because it brings an extra demand in the planning, preparation and evaluation. In relation to this, students were inquired if instructors' tendency to use the traditional lecture method (Item1) could be a factor. And 30 (46.15%) of the respondents pointed out that this is a serious factor that hinders students from playing their roles in implementing active learning in the classroom.

Lack of motivation (Item 11) and lack of resource materials like modules and other references (Item 6) are assumed to affect students' roles in practicing active learning. Accordingly 46.15% and 56.92% of the respondents proposed these factors respectively as most serious problems.

Regarding shortage of time (Item 5), 36.92% reported "most serious", 35.38% "Serious", 10.77% "Undecided" and 16.92 "Not serious". This implies that time is one of the serious problems that hinders students' participation in different active learning activities in the classroom. The researcher also observed that students averagely used 32% of the allocated time (50min.).

Most of the respondents realized that large class size was not as such a problem. And the researcher noticed that the average number of students in one section was 37 and 41 in the other section. In Ethiopian context, it seems relatively appropriate class size to implement active learning. However, large group size was noticed in the class though the class was manageable. The number of students in each group extends from seven to eight, but as Davis (1993) said groups of four or five members work best; larger groups decrease each member's opportunity to participate actively. Some students' dominance (Item12) and the design of the teaching modules (Item 9) are also supposed to affect the students' roles in practicing active learning. In response to item 12, 55.38% of the students proposed that some students' dominance is a serious problem. This indicates that most of them are dominated by some students. In the same way, the design of teaching modules was replied by 36.92% as "most serious" and 35.38% "serious". Totally, 47 (72.31%) of the respondents witnessed the seriousness of the issue in affecting students' roles during the active learning implementation. The interview result also witnessed that the teaching

modules are not prepared in line with active learning as they don't have enough activities and are not fairly distributed. This in turn affects students' roles on the implementation of Active learning.

The other issue proposed as a hindering factor of students' roles in practicing active learning is lack of feedback (item 10). In response to this, 50.77% of the respondents reported that lack of instructors' feedback is a serious problem that affects their motivation to take part in active learning implementation. The students' interview result also shows that instructors did not give feedback especially feedback of group assignments were not given on time.

To sum up, among the factors presented to student respondents, the following ones are reported as factors that affect students' roles in the implementation of active learning.

- 1) Instructors' inclination to traditional lecture method
- 2) Shortage of time
- 3) Large group size though the class size was manageable
- 4) Lack of modules and references; and the design of modules
- 5) Some students' dominance
- 6) Lack of feedback and motivation

Table 4.4 Items Related to Personal Factors Affecting Students' Participation in Active Learning

No.	Items	F	%	Rank
A	I hate working in groups.	13	20%	6
B	I feel anxious and tense when I try to speak in front of my classmates or my teacher.	20	30.77%	2
C	I feel that other students are better in English than me.	9	13.85%	7
D	I am not good at English language.	14	21.54%	5
E	Not to be laughed by my friends when I make mistakes.	18	27.69%	3
F	My previous learning experience (I don't have active learning experience when I was at High School or Elementary School).	15	23.08%	4
G	I am shy; so I want to work individually.	31	47.69%	1

Beyond the external factors, there is an assumption that personality factors could also affect students' participation in active learning. Thus, as can be seen in table 4.4, seven personal factors supposed to affect students' participation were presented to students and are analyzed as follows:

Young (1999), claims that some students are so shy, so timid, and unsure of themselves when they attempt to communicate in a second language. In line with this, a statement (Item 'G') which reads, "I am shy; so I want to work individually" was provided. In response to this, 47.69% of the subjects admitted that they are shy and prefer working individually. Similarly, the respondents were asked if they feel anxious and tense when they speak in front of their classmates or teachers (item 'B'). And 30.77% of them replied that they feel anxious when they speak in front of the class.

Regarding fear of mistakes (item 'E'), 27.69% of the respondents disclosed that for fear of mistakes and not to be laughed by their peers when they make mistakes was one of the reasons that refrains them from participating in active learning.

To sum up, the major personal factors that affect students' participation were ranked as follows:

- 1) Shyness (47.69%)
- 2) Anxiety (30.77%)
- 3) Fear of mistakes and not to be laughed (27.69%)

4.1.2 Presentation and Analysis of Data Obtained through Classroom Observation

The analysis and presentation of the data collected through classroom observation is presented here under. The observation was conducted by the researcher and his co-observer. Nine lessons of three purposely selected instructors (three lessons of each instructor, totally 9 sessions) were observed; and the data was collected based on the requirement of the classroom observation checklist (see appendix "B"). The result of the observed cases were added up, analyzed and presented in separate tables as follows:

Table 4.5 Classroom Situation

No.	Items	Yes		No		Total	
		F	%	F	%	F	%
1	There are enough seats for all students.	9	100	-	-	9	100
2	There is adequate space for movement between desks.	3	33.33	6	66.67	9	100
3	The desks are arranged in a way that facilitates active learning.	1	1.11	8	88.89	9	100
4	The group size and group formation is appropriate	2	22.22	7	77.78	9	100

As can be seen in table 4.5, the data obtained from classroom observation indicated that the classroom situation was not conducive to implement active learning. One of the problems was that the layout of the classroom. 88.89% of the result shows that the arrangement of seats was not in a way that facilitates active learning. The other problem observed in the classroom was the group size and group formation of the classes. Majority (77.78%) of the observation result indicates that the group size and group formation was not appropriate because the number of group members of each group extends from seven to eight and groups were not heterogencous.

In addition to this, the same chairpersons, secretaries and presenters were observed during the group discussions throughout the observation sessions. However, group members should have exchanged roles so that each individual could have equal chance to play his/her role.

Though the observation took place in different batches, no significant difference was observed between the first and second year students' participation and other roles. But the second year students' participation was different from instructor to instructor.

Table 4.6 Instructors' Roles

No	Items	Yes		No		Total	
		F	%	F	%	F	%
1	Lists and clarifies the learning objectives of the lesson	-	-	9	100	9	100
2	Organizes students in small groups/pairs for different classroom activities	3	33.33	6	66.67	9	100
3	Gives group activities to be done in class/at home.	3	33.33	6	66.67	9	100
4	Encourages the students to participate actively	2	22.22	7	77.78	9	100
5	Gives clear instruction about the procedures of activities	6	66.67	3	33.33	9	100
6	Encourages students to ask questions freely	3	33.33	6	66.67	9	100
7	Encourages learners to present (reflect) what they discussed cooperatively	2	22.22	7	77.78	9	100
8	The instructor is more active than the students.	8	88.89	1	11.11	9	100
Motivation and Feedback							
9	Uses warmers, games or other techniques to motivate students	-	-	9	100	9	100
10	Moves round the class (from group to group & involves himself) to motivate students to be engaged.	3	33.33	6	66.67	9	100
11	Praises students who have done well.	4	44.44	5	55.56	9	100
12	Gives constructive feedback to the students' work	3	33.33	6	66.67	9	100

In table 4.6 above, the classroom observation result indicates that majority of the roles expected to be done by the instructors were not observed. For example, 100% of the observed classes indicate that instructors do not list and clarify the learning objectives. In 6 (66.67%) of the observed sessions, instructors did not organize the students in groups/pairs for different classroom activities and they did not give group/pair activities to be done in class or at home; 77.78% of the observed classes instructors didn't encourage students to participate actively; similarly, 77.78% of the observed sessions revealed that instructors didn't encourage learners to present (reflect) what they discussed cooperatively; majority (88.89%) of the observation result depicts that instructors were observed to be more active than their students because the observers

noticed that the average time students used was 32% of the time given (50 minutes) and the rest (68%) was used by the instructors. However, this should have been to the reverse for active learning to be realized.

Regarding feedback and motivation, as the observation result depicted, majority of the instructors didn't endeavor to motivate their students. For instance, 100% of the observed classes indicate that all the instructors did not use warmers, games or other techniques to energize students so that they could be alert to carry out the roles expected of them. 66.67% of the observed classes show that instructors didn't move round the class (from group to group & involve himself) to help and motivate students to be engaged; only 4 (44.44%) of the sessions show that instructors praise their students who performed well; the rest 55.56% of them didn't praise. Of the observed classes, majority (66.67%) of the result indicates that instructors did not give feedback to what the students have done.

Table 4.7 Students' Roles

No.	Items	Yes		No		Total	
		F	%	F	%	F	%
1	Participating actively in problem solving tasks (activities)	2	22.22	7	77.78	9	100
2	Discussing issues in groups/pairs.	3	33.33	6	66.67	9	100
3	Expressing their ideas and feelings freely.	3	33.33	6	66.67	9	100
4	Asking questions and eliciting responses.	4	44.44	5	55.56	9	100
5	Taking part in peer teaching /presentation.	2	22.22	7	77.78	9	100

As can be noted in table 4.7, the observation result shows that most of the students' roles expected to be portrayed in the classroom were not performed. Among the nine class observations, 77.78% of the result depicts that the students were not observed participating in problem solving activities. On the other hand, 33.33% of the result shows that students were discussing issues in groups/pairs but in 66.67% of the sessions students were not observed discussing in groups or pairs. 66.67% and 55.56% of the observation results respectively indicate

that students did not express their ideas and did not ask questions freely. Most (77.78%) of the observed classes show that students did not take part in peer teaching or presentation.

Therefore, from the above observation result (see table 4.7), one can deduce that students do not perform the roles expected of them. The reason is obvious; as a saying goes “If gold rusts what irons do?” This is to mean if the instructors do not play the roles expected of them in implementing the active learning methods, who on earth expects students to perform their roles?

4.1.3 Presentations and Analysis of Data Obtained through Interview

The general purpose of the interview was to obtain information from both the instructors and the students on their perceptions of active learning, students’ roles on the practice of various active learning methods and factors affecting the implementation of active learning. Accordingly, the respondents’ ideas on the above themes are analyzed qualitatively. The analysis of data gathered through interview has also shown almost consistent results with the findings of questionnaire and observation.

4.1.3.1 Students’ Perceptions and Experiences of Active Learning

Perception plays a great role to facilitate or hinder individual’s activity. According to Morgan et al (1986), perception of an individual refers to the way any event in the world and the world itself looks, sounds, feels, tastes or smells to him. Therefore, it seems apparent that students’ perception of active learning has an important role in influencing the effective implementation of active learning in the classroom either positively or negatively. These conditions were highlighted in the interview conducted with the students about their perception on active learning. There were six students who participated in detailed interview.

To examine their perceptions, students were asked the following question. “Are you in favor of active learning or traditional lecture method/teacher-centered, why?” (See Appendix-C). Five of them were in favor of active learning. They reason out that active learning helps students to participate actively and share their knowledge and experience to each other. And it develops self confidence. One of the interviewees said, “I am in favor of active learning because when I

discuss in groups for example, I obtain many things that I don't know; and it is easier for me to ask students rather than teachers. Another one added, (see Appendix-E)

I prefer active learning to traditional lecture method because active learning is the method that makes us active participants. It helps students to develop self confidence. I understand more from students' presentation than teachers'. But lecture method is teacher-led; the students are not involved. When we learn by lectures we become passive listeners.

Next they were asked if they are interested to be engaged in active learning. Majority (five) of the student interviewees realized that they were interested to be involved in active learning.

Regarding students' roles, the researcher inquired them if all group members equally perform their roles in active learning e.g. in group assignment. Most of the interviewees admitted that some of the members did not participate when they were given group assignments to be done in and out of the class. Some of the interviewees said as follows (see appendix-E):

Student 2: *There are seven students in our group and I share the questions to each individual to come up with the answers. Finally, we come together and summarize it into one. Some students did not have any contribution to the group. They didn't come to the discussion but they want their names listed on the paper; even when they came, they did not participate at all. They look like observers because they know that they will be given equal marks with us.*

Student 1: *Totally we are eight in number; most of the time 4 or 5 clever students are found to do the group work. Some other careless students did not want to participate in group because students believe that group work marks are gifts that should be given for nothing. They know that they will get their shares as the instructors give equal marks to all of the group members.*

In Item 4 (see appendix-C) student interviewees were asked to dig out the major problems that affect students' participation and other roles in the implementation of Active learning. In response to this, the major problems pointed out by most of the interviewees are shyness, lack of confidence, lack of modules and other reference books in the library, shortage of time, teachers' use of lecture, discouragement from instructors. Regarding this, some interviewees quoted:

Student 3: *Some instructors expect us to tell them what is in their mind otherwise, they insult and discourage us. For instance, one day while I was presenting, the teacher interrupted me*

saying, 'are you really a language student?' so most of the students do not participate for fear of insults and discouragement from teachers. This also affects students' interest for active learning.

Student 5: *Most of the time teachers use lecture method. When they give us group discussion, they did not help us to be well organized. They did not give us enough time for discussion and reflection; they always rush to cover the portion. Even sometimes we run out of time before the lesson is summarized. We do not have modules for the courses Language Teaching Methodology and Grammar in Use I. The other modules are also distributed one for seven or eight. None of the reference books listed in the course outline is found in the library.*

Student interviewees were also inquired whether their English instructors give them written and oral feedback on time or not. Majority of them revealed that most of the instructors did not provide feedback of group works and other activities on time. For instance, students 1 and 4 said the following (see Appendix 'E'):

Student 1: *Some of the instructors gave us in a short period of time; most of them gave us after 2 or 3 weeks. They tell us the result but they don't tell us feedback on the weak and strong side of the group work.*

Student 4: *In giving feedback, there is a big problem. Most of the instructors did not tell us feedbacks of group works on time. The most serious problem is we are loaded by group works when the examination time approaches. We waste our time toiling on group works instead of studying for exams. They will not have time to see the group works. At times they did not show us the results let alone to give feedback.*

Item 6 reads, "Do your English instructors motivate you? If yes, what techniques do they use to motivate you?" In response to this, most (4) of the student interviewees realized that most instructors did not motivate them. In line with this, one of the interviewees said, "Motivation from teachers is very less. Except two instructors, others do not endeavor to motivate us at all. In contrast, some other instructors rather demotivate us."

Finally, the student interviewees were asked if the modules are suitable for active learning. Five of the interviewees disclosed that the tasks/activities designed in most of the modules are not convenient for active learning though their content is familiar for them. Even some modules don't have enough activities. When they were asked to give examples of convenient and

inconvenient modules, they listed Communicative English Skills and Reading and Study skills as modules that have enough and convenient tasks. On the other hand, Grammar in Use, and Teaching Language Methodology were stated as modules that do not have enough tasks and are inconvenient for active learning.

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 perception towards active learning though their perception was not reflected in their classroom practices.

4.1.3.2 Instructors' Perceptions and Experiences of Active Learning

Regarding the roles of teachers' perception, Shavelson and Stern (1981) stated 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 instructors' perceptions of active learning have an important role in influencing the effective implementation of active learning approach in the classroom. Hence, four instructors were involved in the interview to see their perceptions and experiences on active learning, and to evaluate their students' roles as well.

The first question the researcher raised during the interview reads, "Which one do you think is effective for the teaching-learning process, active learning or the traditional lecture method? Why?" (See Appendix-D) In response to this, all of the interviewees portrayed that active learning is preferable to the traditional lecture method. One of the participants explained his view as follows: (see appendix-F)

Preferably active learning is an effective way of teaching particularly English language because active learning makes students active during the teaching-learning process. Lecture may be effective in other subjects. But learning English is different from learning the other subjects in a sense, it requires students' active participation. Students should interact through speaking, reading and writing to have real practice of the language. Without active interaction of students, teaching language is unthinkable to be succeeded. Hence, active learning plays an important role in the teaching-learning process.

Another participant of the interview forwarded his view as,

Active learning is better than lecture method because most of the time high achievers are beneficiaries of lecture method. But active learning comprises all types of learners including the low achievers. Students can help one another. They can interact freely and it makes students active participants.

When the participants were asked to enumerate the active learning methods they used in the classroom from most frequent to less frequent, the most commonly listed active learning methods by the participants were: group work, pair work, jigsaw, peer teaching (presentation) discussion, individual work. However, the observation result reveals that lecture method was frequently used in the classroom; group work and pair work, discussion were also frequented next to the lecture.

Item 3(see appendix-D) reads, “How do you see your students’ roles (e.g. participation) when you implement the active learning methods?” In response to this, three of the interviewees witnessed that their students’ participation in classroom is low. Some of the participants explained their views as follows (see appendix-F):

Instructor 2: *I can say the level of students’ participation is almost low. What matters here is I think their background. If they were actively participating in early grades (Elementary or high schools), they would actively participate here too. But I don’t think students had such experience that is why they don’t participate as much as expected. If your students are not participating as great as needed, you will be obliged to shift to the lecture method.*

Instructor 3: *when students are asked to participate in groups or in pairs, in fact, there are some students who have good English commandment and participate dominantly but most of them are reluctant and they are poor in English language. They expect the teacher to tell them everything. So, on average their participation is low.*

In line with this, the researcher inquired the participants if all members of a group equally play their roles when they give them cooperative activities or group assignments. All of the interviewees confirmed that group assignments are done by some individuals not by all group members. Regarding this some of the interviewees explained their views as follows:

Instructor 2: *I don't think so. We know that some individuals do the group assignments and submit it writing the names of all the group members. But when you ask them some questions from it, they fail to answer or when you tell them to present it in the class, some of them can't utter even a single word. This shows as they were not equally involved in their groups during discussions. The reason is group work is also group marking. If they get equal marks along with those who have done, why do they bother? So students should do in groups but they should be assessed individually. If this was so, they could have done thoroughly.*

Instructor 4: *as to equal participation, it is unthinkable. Most of the time, it is done by some clever students. Careless students don't want to participate equally with the others because they want to get marks depending on the clever students; they know that they will get their shares.*

The interviewees were also asked to pinpoint the major problems that impede students to perform their roles (e.g. to participate) in active learning (Item 5). In response to this, the participants listed shyness, lack of confidence, poor language ability, lack of modules, and the way of assessment. And they admitted that instructors are not fully committed to implement all the active learning methods. The direct words of some of the participants read as follows:

Instructor 1: *well, I think some of the students are shy; some are poor in English language, therefore, for fear of this they do not want to participate. Lack of modules is also one factor; and the way we assess group works needs to be improved. From the very beginning, students should know the criteria by which they will be assessed so that it helps them to get ready based on that.*

Instructor 3: *since most of them are poor in English language, they lack confidence on what they do and present. Above all, the tasks given to students are not in a way that participate every student in the group during presentation; group works are done by individuals and presented by individuals but marked in groups. Even at times, group works are marked without being presented when the time for exams approaches. Lack of commitment on the instructor's side to implement all the active learning methods could be a factor. I myself cannot apply all the methods of active learning. If all of them were implemented the role of the students would I think be enhanced.*

The researcher asked the interviewees if the content and tasks/activities designed in the module are convenient for active learning. To this end, three of the participants portrayed that most of activities designed in the modules are not convenient for active learning. For instance, some of them expressed their views in this manner:

Instructor 2: in fact the content is familiar. *By the way some of the courses do not have modules. But if you see the available ones, most of them invite you to use lecture method. They are not convenient for active learning. For instance, if we take the Course 'grammar in Use' it seems as it is prepared for lecture method; it does not have enough tasks that involve students. So I try to adapt it in a way it fits active learning by designing my own activities.*

Instructor 3: *the content of the teaching –learning modules is ok. But they are not prepared in a way students can participate. So they need some amendments.*

Instructor 4: *some of the modules like 'Communicative English Skills' are suitable for active learning because they have enough activities and are manageable to be done by students. But most of them are not convenient. Of course, modules are guides; they are not finalized by themselves. So we need to use them by modifying the tasks based on the students' ability.*

The participants were asked the final question which reads, “What techniques do you use to motivate your students if you do so?” Regarding this, some of them explained their views as follows:

Instructor 1: *well, from the very beginning I try to ask them to tell me from the previous lessons, I try to make brainstorming; I tell them some jokes to motivate them and ask them to present some jokes. Having done this, I try to connect the daily lesson with the previous lesson. Then I give them individual activity and then to do in pairs and then in groups so that they can be motivated.*

Instructor 2: *I appreciate and encourage them while doing the activities. If you use active learning properly, it motivates them. They will be active participants.*

Instructor 3: *first I tell them what they are going to achieve by making the objectives clear. I made them to have an interest by telling them some funny stories and jokes.*

To sum up, the response of the instructors shows as they use brainstorming, jokes and other techniques to motivate students. However, none of the instructors used the above techniques during the classroom observation and the student interview result shows that instructors do not use these techniques to motivate students.

4.1.4 An Overview of EFL Course Modules

Three teaching modules were slightly overviewed in terms of availability, content and tasks/activities they contained.

4.1.4.1 Availability

As both instructors and students pinpointed and classroom observation showed, enough course modules were not available. In most of the observed sessions it was noticed that instructors were writing notes on the blackboard from the course modules. Few trainees were seen having the modules during the lessons. Of the English courses they were taking, modules of only two courses: Communicative English Skills (Enla 102) and Classroom English (Enla 106) were distributed to students. The ratio of distribution was 1:7 and 1:8 (one module was given to seven or eight students i.e one module for one group). Students did not have modules of the other courses (Grammar in Use part-I (Enla 103) and Teaching Language Methodology (Enla 241). No module was prepared at all for the course Enla 241; the instructor of this course himself had only the course outline. Hence what may be inferred from this is that the unavailability of modules was one of the impeding factors that made students lag behind.

4.1.4.2 Content

The other important aspect that relates with active learning implementation is the familiarity and inclusion of course contents. From what was overviewed the contents treated in all EFL course modules seem familiar for instructors and students. Both the instructors and the students assured this in their responses through the interview. Almost all the student and instructor interviewees realized that the contents designed in the available English course modules are familiar to students. However, the content of Enla106 (Classroom English) was too narrow. Even one can judge from its volume- a module of 28 pages to cover a course of three credit hours. On the other hand, the module for the course Communicative English Skills (Enla 102) and Grammar in Use I (Enla 103) seems too bulky to cover in a semester. As Lue (2000) said, if the materials prepared are “overcrowded” by information or contents with very few activities and exercises, the creativity of the learners will be greatly impeded; and this in turn debilitates students’ participation.

4.1.4.3 Task/activity

As Ur (1996) cited in Yoseph (2009) stated the success of group work (the most common active learning method) depends on the selection of an interesting and stimulating task; i.e. effective group interaction can highly be determined by the kind of activities employed in the group. The nature of the activities has the power to let the students in the groups remain under the shadow of silence. Based on this perspective, the researcher tried to overview the activities designed in the EFL course modules.

It was found that in the Classroom English and Grammar in Use-I modules, inadequate activities and tasks were included under each learning topics. This was further confirmed by the instructors and students through the interview. Specifically, the module of Grammar in Use-I has very few activities only at the end of each unit. The module looks as if it was intentionally prepared for lecture. On the other hand, the module of Communicative English Skills has more than enough activities but it is bulky to cover. Most of the activities in the modules need short answers which are directly found in the notes; they were not designed in a way that could invite discussions and elicit students' opinions. This could be the reason that students in some occasions finish discussion in a while during the classroom observation.

Each of the modules was prepared by one instructor and they were not well edited. As a result, some silly mistakes like spelling errors and other grammatical errors, which could be type errors, were noticed in the modules.

4.2 Discussion of Results

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

- Students' perception towards active learning
- The role of students on the implementation of active learning
- Factors that affect students' roles on active learning implementation

4.2.1 The Perception of Students towards Active Learning

Research findings confirmed that there is strong tie between instructors' and students' perception towards active learning and their effort in implementing it. For example, the research carried out in Botswana, in 1998 realized that instructors and students who had a positive perception towards active learning showed a better effort in implementing active learning than those instructors and students who perceived active learning negatively (GDE, 1998). This implies that the perceptions an individual hold play an important role for the effective teaching-learning process. In line with this, Richards and Lockhart (1994) stated that all learners, particularly older learners have strong beliefs and opinions on how their instruction should be delivered. In other words, the mode of instruction favored by learners is expected to bring the desired effect. Studying the perception of students is, therefore, useful because the perception they hold may influence the implementation of active learning.

In relation to this, fifteen statements were included in the questionnaire with the intention of assessing students' perception or knowledge of active learning. Hence, it appeared that almost all of the students showed their agreement and strong agreement with the assumption of active learning raised in the questionnaire.

The level of their agreement with the assumptions of active learning shows us that the students have perceived active learning positively. And the instructors were also found in favor of active learning though they were not observed implementing it in the classroom. This result is consistent with the finding of Deneke (2009). However, the positive perception of the students doesn't let them play the roles expected of them during the active learning implementation. This is also witnessed during the classroom observation.

4.2.2 Role of Students and Implementation of Active Learning

It is obvious that the implementation of active learning could not be realized without the active engagement of students; trying to implement active learning without the active involvement of learners is considered as clapping with one hand. This means that the role of the students greatly influences the implementation of active learning; that is why one of the instructor interviewees

(see Appendix-F, instructor 2) admitted that he inclines to lecture when his students fail to participate as great as needed.

As the principal role of students during the implementation of active learning is their active participation, questionnaire was administered to students and interview was conducted with the instructors to assess the extent of students' participation through the active learning methods. These were also substantiated by the classroom observation to see the overall roles of students and instructors during the teaching-learning process.

To this end, students marked the questionnaire indicating how often they participated or come across with the given instructional methods by ticking a response besides each item. On the other hand, it indicates how often these instructional methods or active learning methods were practiced in the classroom.

Bonwell and Eison (1991) 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. The instructional methods in which students frequently participated were, pair work, group work, discussion, question and answer and lecture/explanation. This implies that the aforementioned methods were employed widely because most probably, both the instructors and the students were familiarized with the methods. But these methods can help only to develop lower levels of cognitive domain. On the other hand, this indicates that students did not get the opportunity to participate on the other active learning methods related to higher level of cognitive domain believed to develop critical thinking and problem solving capacity of the students, because majority of the respondents disclosed that they participated rarely in these practices. In addition, when the respondents were asked if there are active learning methods that they don't know, most of them listed buzz group, jigsaw and pyramiding.

In general, based on the findings of the questionnaire, interview and observation, it is possible to infer that the extent of students' roles during the implementation of active learning methods was low. This was resulted from different debilitating factors that are discussed in section 4.2.3 below.

4.2.3 Factors Affecting Students' Roles on the Implementation of Active Learning

Similar to other pedagogical issues in the teaching-learning process, it is likely to think that active learning might have some constraints during its implementation in the real classroom situation. These constraints can be categorized into two: external factors and personality factors (see appendix-A, Part III & IV). These factors could directly or indirectly affect the role of students on the implementation of active learning. Almost half of the possible external factors were selected on the basis of their frequencies in the responses of the students substantiated by classroom observation and interview results.

Instructors' inclination towards lecture method was one of the factors negatively influencing the roles of students on the implementation of active learning. In consistence, other researcher, (Plass cited in Deneke, 2009) explained 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. 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.

Farrant (1980) explains the effect of time. The author stresses that shortage of time limits instructors and students from implementing active learning in the classroom. Consistently, shortage of time, supported by the majority of the respondents, was found to be one of the factors that hinder students from performing their roles while implementing the active learning methods in the classroom. The interview and observation result also disclosed that students were not given enough time during group discussions; at times they run out of time before the discussion was summarized by the instructors. In line with this, the observation result shows most of the allocated time was used by instructors; on average only 32% of the time was used by the students. This shows that little time was used for active learning that took place in the class.

Regarding the training modules, Mukalel (1998) stressed that the conduciveness of the organization of curriculum materials play a crucial role for effective implementation of active-learning. However, the students witnessed that the design of training modules and the scarcity of these modules and other references were serious problems, which affect the implementation of active learning in general and students' roles in particular. The interviewees of both groups

reported that the modules were not prepared in line with active learning. They further reported that there are insufficient tasks/activities that invite the active participation of learners. Hence, we can infer that the poor organization and distribution of English course modules was among the factors that hamper the role of students on active learning.

Dominance of some students was also reported to be a factor that debilitates students from actively participating in interactive learning. Similarly, The interview result indicated that students' poor English language ability can hinder students' participation during the interactive learning. Both groups realized that majority of the students depend on the minority of the students during group assignments and discussions. The interviewees reported that most of the time, group assignments were done by some individuals because group work is also group assessment; all group members credited equally whoever did the assignment. So group assessment (group marking) could hamper students' roles.

Deneke (2009) found that large class size was one of the factors that impede the implementation of active learning. Unlike Deneke's finding, large group size was noticed to be a debilitating factor though the class size was manageable (in Ethiopian context). The number of students in each group extends from seven to eight, but as Davis (1993) said groups of four or five members work best; larger groups decrease each member's opportunity to participate actively.

The other hindering factor was lack of feedback and motivation. Dornyei (2005:5) said, "Without sufficient motivation, even the brightest learners are unlikely to persist long enough to attain any really useful language." The author further advises that teachers should aim to become good enough motivators by creating an overall positive motivational climate in the classroom. However, during the classroom observation, instructors were not observed doing this. In the interview the students witnessed that most of their instructors don't motivate them. Conversely, they disclosed as some instructors discourage or demotivate students. And the student questionnaire result indicates that lack of motivation hinders student's participation. Likewise, lack of feedback was reported, by majority of the respondents, to be one of the serious problems that hinder student's roles on the active learning implementation. The observation and student interview result indicates this. During the interview, students reported that most of the instructors give neither oral nor written feedback. As an instance, they reported that feedback of group assignments was not given at all; they were told only results. However, feedback is an essential

ingredient of learning. As Dornyei (2005:122) said, “it is feedback teachers give their students in class or on their written papers that has the most salient role in bringing about changes in their learning behavior, because positive feedback motivates learners”.

Along with the external factors discussed so far, some personal factors were also found to be hindering agents. Of the proposed personal factors in the questionnaire, shyness, anxiety and fear of mistakes were ranking as serious problems that make students lag behind their peers. The respondents were asked to pinpoint the personal factors that affect their interaction during the active learning. Majority (47.69%) of the respondents admitted that they are shy and prefer to work independently; 30.77% of them reported that they feel anxious to speak in front of their classmates or instructors. And 27.69% of them were reluctant so as not to be laughed when they make mistakes. In the interview most of the student interviewees reported that shyness is the most devastating problem that impedes students (especially females) not to interact actively during active learning. A student who is highly anxious or shy is less likely to interact with his/her peers (young, 1999).

Deneke (2009) found that student’s lack of interest for active learning was one of the factors that affect its implementation. However, the finding of this study was not consistent with what Deneke had found. The result of the questionnaire and students’ interview shows that students were interested on active learning provided that the classroom environment was conducive and other preconditions were fulfilled.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusions and recommendations. Accordingly, first a brief summary of the study and the major findings are made. Then conclusions of the findings are drawn. Finally, some possible recommendations are forwarded based on the findings of the study.

5.1 Summary

The main purpose of this study was to investigate the perception of students towards active learning and their roles on the implementation of active learning in EFL classes of Adwa College of Teacher Education. In order to achieve this purpose, the following specific research questions were raised in the study.

- How do students perceive active learning?
- To what extent do students play their roles in the implementation of active learning?
- What are the factors that impede or promote students to perform their roles in active learning implementation?

The data was gathered mainly through questionnaire, observation and interview from the respondents. An overview of the EFL modules was also employed as an instrument. The data obtained through the aforementioned instruments were analyzed quantitatively (using percentages, mean values and grand mean values) and qualitatively. Based on the analysis of the data, the following findings were obtained from the study.

Major Findings

Perceptions of Students towards Active Learning

The analysis of the data indicates that almost all of the subjects of the study perceived active learning positively. Furthermore, it was indicated that:

- The participants believed that when the instructors use active learning, the students learn better and develop the ability to express their feelings as active learning provides the opportunity to participate actively and share experiences.

- The participants assured that active learning plays an important role in developing self-confidence.
- The respondents assured active learning enhances students' level of understandings and problem solving.
- Majority of the participants believed that active learning makes the students responsible for their learning.

Roles of Students on the Implementation of Active Learning

The analysis of the data disclosed that the extent of students' participation and other roles on the implementation of active learning was found to be low. They were not observed performing their roles in the classroom. The result of the questionnaire, observation and student interview confirmed that students participated in active learning in their classrooms "sometimes". On the other hand, this seems to conclude that the practice of active learning in the classroom is low. As indicated in the analysis of the data, the respondents realized that:

- Most instructors used lecture method in their classrooms frequently which means it was almost a teacher-centered.
- Next to lecture method, relatively the most frequently employed active learning methods in which students get involved were discussion, question and answer, group work and pair work.
- They sometimes participate in Project work, peer-teaching, debating, role play and problem solving; and students were rarely participating in the other types of active learning methods.

Factors Affecting Students' Roles on the Implementation of Active Learning

As indicated in the analysis, the factors that directly or indirectly affect the roles of students on the implementation of active learning are categorized into two: external factors and personal factors. The external impeding factors were presented below as follows:

- a) Instructors' inclination to traditional lecture method was found to be a factor that impedes students' roles during the implementation of active learning though instructors were found in favor of active learning during the interview.

- b) Shortage of time during the discussion in the classroom was the other factor as instructors were found to be more active than their students in the classroom and majority of the time was consumed by them; the average time students used was 32% of the allotted time.
- c) One of the promoting factors was the manageable class size. However, large group size was found to be negatively influencing the role of students during the interactive learning; the number of students in one group was 7-8 (it extends from seven to eight).
- d) Lack of resources and the design of the modules were also other debilitating factors. As the findings indicated, there were not enough teaching modules; and lack of other additional references in the library was reported. The modules were not designed in a way that facilitates active learning. Some of them did not have enough content and activities/tasks for discussion; conversely, some of them were bulky.
- e) Lack of feedback and motivation were among the factors that affect students' interest to be engaged in interactive learning. The analysis depicted that instructors did not give feedback in response to students' performance; and they were not observed motivating students, rather some of them were demotivating students.
- f) Some students' dominance during group discussion and group assignments was also reported as a factor that hinder students' roles in the interactive learning.
- g) The interview result also indicated that students' poor English language ability and the way of assessment (group assessment) can hamper students' participation and other roles

Besides the external factors, some personal factors were also found to be hindering agents. The questionnaire and student interview result indicated that shyness, anxiety and fear of mistakes were found to be the leading personal factors that affect students' participation during the active learning implementation.

On the other hand, the findings of the study revealed the following enhancing factors of implementing active learning in EFL classes:

- The students' positive perception towards active learning;
- Students were found interested on active learning provided that the classroom environment was conducive and other situations were fulfilled;
- There was manageable class size.

5.2 Conclusions

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

1. It is believed that the students' perceptions towards active learning may affect their roles during its implementation in the classroom. However, in this study students assured that they have positive perceptions and enough awareness of active learning though they were not noticed playing the roles expected of them during the implementation of active learning. Thus, it can be concluded that their perceptions were not the major barriers that hinder them to play their roles.
2. The finding of the study disclosed that the extent of students' participation on the implementation of active learning was found to be low; they were not observed performing their roles during the implementation of active learning. The result of the questionnaire, observation and student interview confirmed that students participate in active learning in their classrooms "sometimes", which seems to conclude that the practice of active learning in the classroom is low.
3. Lecture method was still the predominant way of teaching-learning method that most of the instructors implement in the classroom. Next to lecture, the active learning methods in which students get involved were discussion, question and answer, group work and pair work.
4. Concerning the key factors that affect students' roles on the implementation of active learning, the following are found to be negatively affecting.
 - Instructors' inclination to traditional lecture method;
 - Large group size and shortage of time during the group/pair discussions;
 - Lack of feedback and motivation;
 - Lack of modules and other references; and the design of the modules;
 - Some students' dominance during group discussion and group assignments;
 - students' poor English language ability;
 - the way of group assessment (the way teachers mark group assignments) and
 - personal factors (shyness, anxiety and fear of mistakes).

5.3 Recommendations

It is difficult to achieve the intended objectives without considering various factors that could contribute to enhance learning at any level of education. As the findings of this study revealed, the role of students in the practice of active learning was found to be low in EFL classes of the college under the study. Based on this, the researcher would like to forward the following recommendations to enhance students' participation and other roles on the implementation of active learning.

1. One of the aims of HDP, which is being given in colleges, is to institutionalize the active learning methods. Fortunately, all the EFL instructors had taken the training, but the active learning methods they practiced were very limited. This shows that learning only the theory could not secure its implementation. Therefore the HDP leaders along with other concerned bodies should supervise how the instructors practically implement the active learning methods in the classroom. Furthermore, they should organize a brush-up-workshops to alleviate the shortcomings observed and to share experiences.
2. In this study, discussion, group/pair work, question and answer were reported to be relatively frequented active learning methods in EFL classes. However, instructors should not depend only on the aforementioned active learning methods; rather they ought to employ variety of active learning methods so that students would get more opportunity to be involved and perform the roles expected of them. Moreover, as teachers are role models of their students, instructors should be good at promoting different active learning methods in the classroom hence the would-be-teachers could implement the same method in the grass root level.
3. Simply arranging small groups and facilitating suitable grounds cannot be adequate precondition for the enhancement of students' roles on active learning. Based on the finding, students were found to be poor in English communicative skills. This might be due to input-deficiency. Thus, instructors should not be slaves of modules; rather they ought to provide them commonly used types of simple English language expressions that students could use in discussions and real-life situations.

4. Material development should not be the duty of one or two experts. Rather it should be the result of cooperative effort of different knowledgeable and skilled professionals. Thus, the college administrative body ought to organize a team either to revise or prepare new modules. And the module writers should include enough tasks/activities of group works, pair works, debating etc. during the design of the modules. Since modules play a great role in the implementation of active learning, the assigned team should design modules in a way that draw students' attention and invite them to elicit background knowledge and opinions through discussion. In this manner, adequate modules should be prepared and distributed to students.
5. Large group size was found to be a factor that could debilitate students' involvement in the active learning. As Davis (1993) stated larger groups decrease each member's opportunity to participate actively; groups of four or five members work best. So instructors should minimize the number of students in a group so that the inhibited students would get chances to take turns when they interact in groups.
6. During group discussions (the common method of active learning), instead of ordering students to select just one secretary who can jot down and report the salient points of the discussion to the rest of the class, all members of a group should be given responsibility to carry out while the discussion is going on. And they should exchange roles at every discussion sessions. This may reduce the degree of reluctance students exhibit in small group discussions.
7. The finding disclosed that majority of the students depend on the minority during group assignments as group work is group marking; all the group members listed on the cover page were given equal credit no matter who have done it. This in turn makes students irresponsible to play their roles in the group. Therefore, it is recommended that instructors should assign group tasks in a way that make each group member accountable to his/her duty. Ultimately group works should be presented in class so that each individual can reflect his/her share during the group presentation; and students ought to be credited based on this.

8. Researchers would agree that motivation has a very important role in determining success or failure in any language learning. However, the finding of the study revealed that instructors did not motivate students; rather students reported that they were demotivated in some occasions. Thus, instructors should totally avoid such actions. Instead, they should be good at motivating students in the classroom. For instance, instructors can use warmers, games etc. so that students may build a sense of fun and motivated to be engaged in the learning activities. Moreover, as feedback is a spice of learning, instructors should give timely oral and written feedback to every performance (be it individual or group assignment) of students as feedback motivates them to carry on learning.

9. Furthermore, other personal factors like shyness, anxiety and fear of mistakes- results of low self esteem- were found to be obstacles that made students lag behind their peers during the interactive learning. This can be re-adjusted by their peers and instructors significant effort. Instructors' continuous encouragement and unreserved assistance to such students seem to contribute more than any other thing in improving this situation. For instance, facilitators should quit dominators and encourage shy pupil by giving more chances to increase their participation in a small group discussion. In addition, so as to avoid fear of mistakes and make students risk-takers, instructors should not focus on the errors committed by their students. Instead, any error that could be identified as an error should be recorded temporarily and eventually be discussed without addressing the students who made the errors.

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Appendix - A

Addis Ababa University
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and Literatures

Questionnaire to be Filled by Students

Dear respondents, the purpose of this research is to **assess the Perception and Role of EFL students in the implementation of active learning in Adwa College of Teacher Education.** It is believed that this research becomes effective and meaningful if you show your cooperation to answer all the questions thoroughly and carefully based on your experience. Thus, as a respondent, your interest and devotion of time is vital. On the other hand, it should be known that the information you give will be used only for academic purpose.

Thank you in advance!

General instruction:

- Please, do not write your name on the questionnaire
- Please, follow the directions given in each part.

Part I. Items related to students' perception about active learning are provided below.

Please give appropriate response for each item based on your understanding and experience.

Your responses could vary from "strongly agree" to "strongly disagree" and give your responses using "✓" tick besides the items.

Key: 5 = strongly agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

No.	Items	5	4	3	2	1
1	I believe that active learning is learning by doing.					
2	I feel that active learning is a mechanism to make us busy all the time.					
3	I believe that active learning motivates the students to learn.					
4	I believe that active learning makes the students responsible for their learning.					
5	I believe that active learning enhances students' level of understanding and involves them in problem solving.					
6	I believe active learning develops self confidence and independent learning.					
7	Students' role in the classroom is listening to lectures, note taking and responding to questions when asked, nothing else.					
8	I believe that learning is self-initiated.					
9	I feel that active learning provides us opportunity to participate actively and share our experiences.					
10	Active learning enhances passiveness instead of active involvement.					
11	I understand better when I discuss in group with my classmates.					
12	I believe the teacher holds all the knowledge necessary for us to learn.					
13	Students learn more from lectures rather than group discussions or other methods.					
14	As to me lecture is the best way to get more knowledge.					
15	I feel that students work best when they are praised.					

Part II. Items related to students' participation in different active learning methods are provided. Select the correct answer that represents how often you participate in each active learning method. Please rate according to the following scale:

5 = Always
4 = frequently

3 = Sometimes
2 = Rarely

1 = Never

No.	How often do you participate in these active learning methods?	5	4	3	2	1
1	Lecture					
2	Question and answer					
3	Brainstorming					
4	Discussion					
5	Pair work					
6	Group work					
6.1	Buzz group					
6.2	Cross over groups					
6.3	Jigsaw groups					
6.4	Pyramiding					
7	Story telling					
8	Case study					
9	Problem solving					
10	Debating					
11	Demonstration					
12	Peer teaching					
13	Project work					
14	Role-playing					

Look at the above list of active learning methods in part-II again and write down the method(s) that you don't know at all. _____

Part III. Items Related to Factors Affecting the Implementation of Active Learning

To what extent do the following factors hinder your roles (e.g. participation) in the implementation 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 besides the items.

Key: 4 = Most serious 3 = Serious 2 = Undecided 1 = Not serious

No.	Factors Affecting students’ roles in Practicing Active learning	4	3	2	1
1	Instructors’ tendency to traditional lecture method				
2	Students’ tendency to learn by lectures				
3	Large class size (the number of students in a class)				
4	Group size and group formation				
5	Shortage of time during group discussion				
6	Lack of resource materials (e.g. modules or other references)				
7	Instructors’ lack of interest and commitment to implement active learning				
8	Students’ lack of interest in active learning.				
9	The design of teaching modules (e.g. uninteresting tasks in the module) ✓				
10	Lack of feedback (instructors do not give us feedback on time)				
11	Lack of motivation or encouragement (instructors don’t motivate us)				
12	Some students’ dominance during group activities				

If there are any other factors, please specify them _____

Part IV. Items Related to Personal Factors Affecting Students' Roles in Implementing Active Learning.

Which of the following personal factors inhibit you to play your roles (e.g. to participate) in the active learning methods? Circle the letter of your answer(s). You can give more than one answer.

- A. I hate working in groups.
- B. I feel anxious and tense when I try to speak in front of my classmates or my teacher.
- C. I feel that other students are better in English than me.
- D. I am not good at English language.
- E. Not to be laughed by my friends when I make mistakes.
- F. My previous learning experience (I don't have active learning experience when I was in High School or Elementary School).
- G. I am shy; so I want to work individually.

Appendix -B

Classroom Observation Checklist for Active Learning

General Information

The instructor's qualification _____ HDP Training _____

Duration of time: _____ Time the students used _____ Time the teacher used _____

Number of students in the class: _____

No. of students in a group _____

No	Items	Yes		No	
		f	%	F	%
I	Classroom situation				
1	There are enough seats for all students.				
2	There is adequate space for movement between desks.				
3	The desks are arranged in a way that facilitates active learning.				
4	The group size and group formation is appropriate.				
II	Instructor's Roles				
1	Lists and clarifies the learning objectives of the lesson.				
2	Organizes students in small groups/pairs for different classroom activities				
3	Gives group activities to be done in class/at home.				
4	Encourages the students to participate actively.				
5	Gives clear instruction about the procedures of activities.				
6	Encourages students to ask questions freely.				
7	Encourages learners to present (reflect) what they discussed cooperatively.				
8	The instructor is more active than the students.				

Motivation and feedback		Yes		No	
9	Uses warmer, games or other techniques to motivate students.				
10	Moves round the class (from group to group & involves himself) to motivate students to be engaged.				
11	Praises students who have done well.				
12	Gives constructive feedback to the students' work				
II Students' Roles		Yes		No	
1	Participating actively in problem solving tasks (activities).				
2	Discussing issues in groups/pairs.				
3	Expressing their ideas and feelings freely.				
4	Asking questions and eliciting responses.				
5	Taking part in peer teaching /presentation.				

4. Active learning methods implemented in the classroom _____

5. Other things observed _____

Appendix - C

Interview Questions for Students

- 1) Are you in favor of active learning or traditional lecture method (teacher-centered)? Why?
- 2) Are you interested to be engaged in active learning?
- 3) Do all your group members equally perform their roles in active learning (e.g. in group assignment)? If not, why?
- 4) What are the major problems that affect students' participation and other roles in the implementation of Active learning? What should be done to alleviate these problems?
- 5) Do your English instructors give you written and oral feedback on time?
- 6) Do your English instructors motivate you? If yes, what techniques do they use to motivate you?
- 7) Do you think the content and the tasks/activities designed in your module are suitable for active learning?

ቃለ መጠይቅ ተምሃሮ

- 1) ተምሃራዊ ተኮር (Active Learning) አማህራ ዶ ትድግፍ ወይስ መምህር ተኮር (teacher-center)ንምንታይ?
- 2) አብ ተምሃራዊ ተኮር (Active Learning) ክትሳተፍ ድሊት አለካ ዶ ?
- 3) አብ ጉጅለ ዕዮ ኩሎም አባላት ጉጅለኹም ማዕረ ዶ ሚኒኦም (role) ይጫወቱ? እንተዘይኮይኑ ንምንታይ ?
- 4) ተምሃሮ አብ ተምሃራዊ ተኮር አማህራ ሚኒኦም (role) ክይጫወቱ ወይ ክይሳተፉ ዘዕንቅፉ ቀንዲ ጸገማት እትብሎም እንታይ እዮም ? ነዞም ጸገማት ንምቅላል ከ እንታይ ክግበር አለዎ ትብል ?
- 5) ናይ እንግሊዝኛ መምህራንኩም ቃላዊ ይኹን ጽሑፋዊ ግብረ መልሲ (Feedback) ብእዋኑ ዶ ይህቡኹም ?
- 6) ናይ እንግሊዝኛ መምህራንኩም የተባበሶኹም ዶ ? መልስኻ እወ እንተኾይኑ እንታይ ዓይነት መተባበሪ መይላ ይጥቀሙ?
- 7) ትሕዝቶ እዮም መምሃሪ ሞጁላትን አብወሽጡ ዝርከቡ ንጥፊታትን ንተምሃራዊ ተኮር (Active Learning) አገባብ አማህራ ምቹዎት እዮም ዶ ትብል?

Appendix - D

Interview Questions for instructors

- 1) Which one do you think is effective for the teaching-learning process, active learning or lecture method? Why?
- 2) Which active learning methods do you use? Please enumerate them from most frequent to less frequent.
- 3) How do you see your students' roles (e.g. participation) when you implement the active learning methods?
- 4) When you give them cooperative activities or group assignments, do you think all the group members play their roles equally? If not why?
- 5) What are the major problems that impede your students to perform their roles (e.g. to participate) in active learning? What should be done to alleviate them?
- 6) Do you think the content and the tasks/activities designed in the module are convenient for active learning?
- 7) What techniques do you use to motivate your students if you do so?

Appendix-E

Sample Interview Conducted with Students

Interviewer: welcome, I am conducting a research on the Perception and Role of Students on Active Learning implementation. So I want you to tell me some information based on the following leading questions: The first question is, "Are you in favor of active learning or traditional lecture method (teacher-centered)? Why?"

Student 1: I am in favor of active learning because when I discuss in groups for example, I obtain many things that I don't know; and it is easier for me to ask students rather than teachers.

Interviewer: Are you interested to be engaged in active learning?

Student 1: yes, I am interested to discuss in groups because there are different types of students in the group. We help each other. So, I am very happy when I discuss with my partners.

Interviewer: Do all your group members equally perform their roles in active learning (e.g. in group assignment)? If not, why?

Student 1: Totally we are eight in number; most of the time 4 or 5 clever students are found to do the group work. Some other careless students did not want to participate in group because students believe that group work marks are gifts that should be given for nothing. They know that they will get their shares as the instructors give equal marks to all of the group members.

Interviewer: What are the major problems that affect students' participation and other roles in the implementation of Active learning? What should be done to alleviate these problems?

Student 1: the problems are: lack of confidence, shyness (esp. females are very shy), discouragement from instructors. They want you to tell them what is in their mind; and lack of modules. Some courses don't have modules at all; and others are distributed 1 module to 8 students

Interviewer: so, what should be done to solve these problems, Esp. on the side of instructors?

Student 1: instructors should encourage the shy ones to have self confidence instead of discouraging. They should encourage students for what they have tried; they should not expect us to tell them what they expect. They should give us some value for everything we tried.

Interviewer: ok, do your English instructors give you written and oral feedback on time?

Student 1: Some of the instructors gave us in a short period of time; most of them gave us after 2 or 3 weeks. They tell us the result but they don't tell us feedback on the weak and strong side of the group work.

Interviewer: Do your English instructors motivate you? If yes, what techniques do they use to motivate you?

Student 1: of course teachers should motivate their students so that they can attend the lessons actively without being bored. But there is no motivation at all.

Interviewer: Do you think the content and tasks/activities designed in your module are suitable for active learning?

Student 1: there are some courses that don't have modules of course, but the available modules are convenient for active learning. They are clear and have enough activities.

Interviewer: alright, are you in favor of active learning or traditional lecture method (teacher-centered)? Why?"

Student 2: I am in favor of active learning. As there are students with different abilities, we can get much knowledge and share many experiences; and it will be better when summarization takes place

with the teacher after discussion. Active learning puts students at the center; they are expected to participate actively.

Interviewer: Are you interested to be engaged in active learning?

Student 2: absolutely, I am interested to participate in active learning.

Interviewer: as you are a group leader, do all your group members equally perform their roles in active learning (e.g. in group assignment)? If not, why?

Student 2: There are seven students in our group and I share the questions to each individual to come up with the answers. Finally, we come together and summarize it into one. Some students did not have any contribution to the group. They didn't come to the discussion but they want their names listed on the paper; even when they came, they did not participate at all. They look like observers because they know that they will be given marks equally with us.

Interviewer: What are the major problems that affect students' participation and other roles in the implementation of Active learning? What should be done to alleviate these problems?

Student 2: most of us are poor in English, this is one problem. The other one is shyness. And students are afraid of insults from teachers this results in anxiety.

Interviewer: so what should be done?

Student 2: students should practice well ahead of time. For example, students should practice joining clubs like English so that they can improve their English and build confidence.

Interviewer: Do your English instructors give you written and oral feedback on time?

Student 2: they (instructors) tell us the result, but they don't tell us our mistakes especially group works. No one has given feedback about group works but they give us feedback of tests.

Interviewer: Do your English instructors motivate you? If yes, what techniques do they use to motivate you?

Student 2: some of the teachers motivate us some others demotivate us. I can say almost there is no motivation.

Interviewer: Do you think the content and tasks/activities designed in your module are suitable for active learning? How?

Student 2: of course, there are problematic modules which are inconvenient for active learning; there are also some modules that are convenient for active learning. But, Grammar in use and Classroom English, for example, are not convenient because they don't have enough activities that invite discussion. On the other hand, communicative English skill (Eng 101) and Reading and Study Skills are convenient for active learning.

Interviewer: Are you in favor of active learning or traditional lecture method (teacher-centered)? Why?"

Student 3: I prefer active learning to traditional lecture method because active learning is the method that makes us active participants. It helps students to develop self confidence. I understand more from students' presentation than teachers'. But lecture method participates only the teacher not the students. When we learn by lectures I get asleep.

Interviewer: Are you interested to be engaged in active learning?

Student 3: yes, I am very interested to be engaged in active learning, but there are some obstacles that affect our interest. For instance, teachers demotivate us when we make mistakes during presentation. There are not enough modules and other reference books.

Interviewer: Do all your group members equally perform their roles in active learning (e.g. in group assignment)? If not, why?

Student 3: most of the group members come and participate but some of them don't come and are not interested to do with us because they don't bother about marks as it is given equal to all.

Interviewer: What are the major problems that affect students' participation and other roles in the implementation of Active learning? What should be done to alleviate these problems?

Student 3: Some instructors expect us to tell them what is in their mind otherwise, they insult and discourage us. For instance, one day while I was presenting, the teacher interrupted me saying, 'are you really a language student?' so most of the students do not participate for fear of insults and discouragement from teachers. This also affects students' interest for active learning.

Interviewer: Do your English instructors give you written and oral feedback on time?

Student 3: instructors give us feedback on time, but most of them don't give us feedback on time. Some of them do not return group assignments at all. They show us only results. They don't encourage us; they don't give us oral feedback during classroom discussion at the end.

Interviewer: Do your English instructors motivate you? If yes, what techniques do they use to motivate you?

Student 3: some teachers give us advice if it is taken as motivation. Otherwise, there is no motivation from teachers. Rather some teachers demoralize you if you make mistakes; it is not good. This affects your interest and it makes you not to try another time.

Interviewer: Do you think the content and tasks/activities designed in your module are suitable for active learning?

Student 3: there are some courses that don't have modules of course, but when we see the modules in our hand, some are convenient for active learning and some of them are not convenient. Some are clear and have enough activities but others don't have enough activities and the activities are not convenient for active learning. In fact their content is familiar to us.

Interviewer: Are you in favor of active learning or traditional lecture method (teacher-centered)? Why?"

Student 4: I am in favor of active learning because there are students with different abilities. So we can share many experiences; and the teacher should summarize at the end after the discussion.

Interviewer: Are you interested to be engaged in active learning?

Student 4: yes, I am interested to participate in active learning because it is student- centered through the interaction we can develop the language skills. But if it is teacher centered, we will depend on listening. So we cannot develop the other skills. We may develop listening skill.

Interviewer: Do all your group members equally perform their roles in active learning (e.g. in group assignment)? If not, why?

Student 4: when the instructor gives us group work, we take an appointment. But some of them do not come. At the very beginning, even we (group leaders) were exclusively calling the clever ones. We especially, think females as lazy, and have no contribution. But later on when we give them chance we found them better than we are.

Interviewer: What are the major problems that affect students' participation and other roles in the implementation of Active learning? What should be done to alleviate these problems?

Student 4: yeah... teachers mostly use lecture method; there is no enough module and other reference materials. Some teachers discourage and humiliate us. This makes you feel as you have not the ability.

Interviewer: Do your English instructors give you written and oral feedback on time?

Student 4: In giving feedback, there is a big problem. Most of the instructors did not tell us feedbacks of group works on time. The most serious problem is we are loaded by group works when the examination time approaches. We waste our time toiling on group works instead of studying for exams. They will not have time to see the group works. At times they did not show us the results let alone to give feedback.

Interviewer: Do your English instructors motivate you? If yes, what techniques do they use to motivate you?

Student 4: motivation from teachers is very less; except two instructors, others do not endeavor to motivate us at all. In contrast, some other instructors rather demotivate us.”

Interviewer: Do you think the tasks/activities designed in your module are suitable for active learning? How?

Student 4: some courses don't have modules of course, but when we see the available modules, some are convenient for active learning and some of them are not convenient. Some have more than enough activities but others don't have enough activities and the activities are not convenient for active learning because most of them need short answers. But the content is not new.

Interviewer: Are you in favor of active learning or traditional lecture method (teacher-centered)? Why?”

Student 5: I choose active learning because when the teacher teaches you may miss some points, cannot ask him to repeat. But when you discuss with your partners, you can ask everything freely as you want and it will be clear for you.

Interviewer: Are you interested to be engaged in active learning?

Student 5: yes, I am interested because when the teacher organizes you to discuss in a net work form, it is very interesting. Especially the poor students are very beneficiary in group discussion.

Interviewer: Do all your group members equally perform their roles in active learning (e.g. in group assignment)? If not, why?

Student 5: there are eight members in our group. Of course, some students do not come to the discussion, others come not to absent but do not participate because they say “if you fail we will fail, if you pass we will pass.”

Interviewer: What are the major problems that affect students' participation and other roles in the implementation of Active learning? What should be done to alleviate these problems?

Student 5: Most of the time teachers use lecture method. When they give us group discussion, they did not help us to be well organized. They did not give us enough time for discussion and reflection; they always rush to cover the portion. Even sometimes we run out of time before the lesson is summarized. We do not have modules for the courses Language Teaching Methodology and Grammar in Use I. The other modules are also distributed one for seven or eight. None of the reference books listed in the course outline is found in the library.

Interviewer: Do your English instructors give you written and oral feedback on time?

Student 5: most of them did not give us feedback on time. I remember one teacher gave us after the exam results. So students could not evaluate themselves whether they are on the right track or not. If you do not get feedback on time, you don't know what to improve, what to keep up.

Interviewer: Do your English instructors motivate you? If yes, what techniques do they use to motivate you?

Student 5: instructors did not try to motivate us; they simply enter the class and impart what they have intended to.

Instructor: Do you think the tasks/activities designed in your module are suitable for active learning?

Student 5: yes, in some modules for example, the activities are convenient but instructors did not use the active learning. In fact, some courses do not have modules at all. It is difficult to try active learning without modules.

Interviewer: Are you in favor of active learning or traditional lecture method (teacher-centered)? Why?"

Student 6: I am in favor of lecture method because from lecture you can get much knowledge.

Interviewer: so you are not interested to be engaged in active learning?

Student 6: yes, I am interested to learn by the teacher because some teachers try to teach us using active learning but they do not help us to manage the discussion meanwhile the time wasted in vain. Instructors do not try to fill the gap; they should have told us what we miss during the discussion.

Interviewer: Do all your group members equally perform their roles in active learning (e.g. in group assignment)? If not, why?

Student 6: most of the students try their best. Of course, all of us may not participate equally as we do not have equal ability. But some of the members do not come to the group discussion because some of them do not have the ability and some of them are careless.

Interviewer: What are the major problems that affect students' participation and other roles in the implementation of Active learning? What should be done to alleviate these problems?

Student 6: shyness, some students are very shy. Some of them think 'if I explain in this way what would the teacher say'. There is also shortage of time; the teachers try to teach in active learning but when they run out of time, they rush to cover the content.

Interviewer: Do your English instructors give you written and oral feedback on time?

Student 6: we do what we are asked to do, but they (instructors) do not tell what is correct what is not correct. So we don't know where our weakness is.

Interviewer: Do your English instructors motivate you? If yes, what techniques do they use to motivate you?

Student 6: yes, they motivate us they begin with greetings. They teach us in a way we don't feel dull.

Interviewer: Do you think the tasks/activities designed in your module are suitable for active learning? How?

Student 6: they (tasks) are not convenient for active learning. They don't have enough activities, most of the time instructors present filling the gaps e.g. designing their own activities.

Appendix-F

Sample Interview Conducted with Instructors

Interviewer: welcome, I am conducting a research on the Perception and Role of Students on Active Learning implementation. So I want you to tell me some information based on the following leading questions: The first question is, "Which one do you think is effective for the teaching-learning process, active learning or lecture method? Why?"

Instructor 1: well, as to effectiveness, it depends on the content and level of students you see... Therefore, both may be relevant, important; they may be applicable on different contexts. However, for getting students participate and take roles in the activities, active learning is active learning of course; any how active learning should be applied in this level. Lecture method is applicable in university level on other subjects other than English. You see, English is needed to be practiced either orally, in reading and writing. Therefore, to apply it they have to, you know... act it. Therefore I prefer to apply active learning.

Interviewer: Which active learning methods do you use? Please enumerate them from most frequent to less frequent.

Instructor 1: well, of course it may be a little bit difficult just to identify which is less and which is most important. There is no as such best or worst method by the way.

Interviewer: sorry for interruption, what I mean is the most frequent methods you use. Of the group work, pair work or other types of active learning methods, which ones do you use frequently?

Instructor 1: I use group work, pair work, and presentation for example, at different days. Any how the group work and pair work are the most frequent in the class. And sometimes students are also asked to present their group discussion result. At the same time others participate responding their agreement or disagreement on the presentations made and they actively participate during that time.

Interviewer: How do you see your students' roles (e.g. participation) when you implement the active learning methods?

Instructor 1: of course when they are asked to work in groups or pair work, most of the time, most of the students participate; they do according to the instruction what they are asked to do. There are some students who dominate the group and there are also some who simply want to listen. However, I try to regulate the participation by minimizing the dominance of the talkative ones for the others to increase their participation. I ask each individual afterwards; therefore they can participate for fear of this I think.

Interviewer: When you give them cooperative activities or group assignments, do you think all the group members play their roles equally? If not, why?

Instructor 1: as to the equal contribution to the work is unthinkable of course. I don't think that they equally contribute to the work. However, I try to involve all students in the group work. Group works are not given to be written or presented by few individuals. So I ask each member to present his or her part. Therefore during this time, I try to evaluate them according to their contribution to the group assignment. This is what I did in the first semester.

Interviewer: naturally, in my experience, when students are given group assignment to be done out of the class it is done by one or two students. What is the reason? Why do you think this happens?

Instructor 1: this is you know weak students simply don't want to waste their time may be because they don't know the activity or they believe that they will get high marks depending on the clever students you see. And at the same time, the clever students also do not want to lose marks. Therefore, for the sake of scoring high marks they do whatever they can. However, to prevent this problem what I do is I ask them to participate equally. Then finally, they will just present their roles. By the way I ask them to divide roles when they are working in groups. Accordingly, every individual is supposed to present his/her role. Due to this students I think try to do their best. Finally, when they present you detect that they do not have the same capacity. Therefore, they receive according to their level.

Interviewer: What are the major problems that impede your students to perform their roles (e.g. to participate) in active learning? What should be done to alleviate them?

Instructor 1: well, I think some of the students are shy; some are poor in English language, therefore for, fear of this they do not want to participate. Lack of modules is also one factor; and the way we assess group works needs to be improved. From the very beginning, students should know the criteria by which they will be assessed so that it helps them to get ready based on that.

Interviewer: Do you think the tasks/activities designed in the module are convenient for active learning? How?

Instructor 1: most of them are not because most of them invite you use lecture method. Just I try to design activities in my way to make students participate. On the process, I try to adapt the points in the form of active learning; otherwise, most of the topics invite you to make lecture.

Interviewer: What techniques do you use to motivate your students if you do so?

Instructor 1: well, from the very beginning I try to ask them to tell me from the previous lessons, I try to make brainstorming; I tell them some jokes to motivate them and ask them to present some jokes. Having done this, I try to connect the daily lesson with the previous lesson. Then I give them individual activity and then to do in pairs and then in groups so that they can be motivated.

Interviewer: Which one do you think is effective for the teaching-learning process, active learning or lecture method? Why?"

Instructor 2: Preferably active learning is an effective way of teaching particularly English language because active learning makes students active during the teaching-learning process. Lecture may be effective in other subjects. But learning English is different from learning the other subjects in the sense, it requires students' active participation. Students should interact through speaking, reading and writing to have real practice of the language. Without active interaction of students, teaching language is unthinkable to be succeeded. Hence, active learning plays an important role in the teaching-learning process.

Interviewer: Which active learning methods do you use? Please enumerate them from most frequent to less frequent.

Instructor 2: the most frequent methods I use in the classroom are hot seating, jigsaw, pair work, group work.

Interviewer: How do you see your students' roles (e.g. participation) when you implement the active learning methods?

Instructor 2: I can say the level of students' participation is almost low. What matters here is I think their background. If they were actively participating in early grades (Elementary or high schools), they would actively participate here too. But I don't think students had such experience that is why they don't participate as much as expected. If your students are not participating as great as needed, you will be obliged to shift to the lecture method.

Interviewer: When you give them cooperative activities or group assignments, do you think all the group members play their roles equally? If not, why?

Instructor 2: I don't think so. We know that some individuals do the group assignments and submit it writing the names of all the group members. But when you ask them some questions from it, they fail to answer or when you tell them to present it in the class, some of them can't utter even a single word. This shows as they were not equally involved in their groups during discussions. The reason is group work is also group marking. If they get equal marks along with those who have done, why do they bother? So students should do in groups but they should be assessed individually. If this was so, they would have done thoroughly.

Interviewer: What are the major problems that impede your students to perform their roles (e.g. to participate) in active learning? What should be done to alleviate them?

Instructor 2: one factor is the assessment. About 50% of the assessment is from group work; some students did not get more than 5 from exams but they have guarantee; they are not working but they are getting marks for nothing, without working. Cheating is also another problem. Cheating should be avoided. If they get good marks by cheating why do they bother? In active learning students are expected to come prepared at home and the instructor is expected to exploit them in the class. If they get the access to get good mark, why do they do they bother to prepare.

Interviewer: Do you think the content and tasks/activities designed in the module are convenient for active learning? How?

Instructor 2: In fact the content is familiar to students; by the way some of the courses do not have modules. But if you see the available ones, most of them invite you to use lecture method. They are not convenient for active learning. For instance, if we take the Course 'grammar in Use' it seems as it is prepared for lecture method; it does not have any task that involves students. So I try to adapt it in a way it fits active learning by designing my own activities.

Interviewer: What techniques do you use to motivate your students if you do so?

Instructor 2: I appreciate and encourage them while doing the activities. If you use active learning properly, it motivates them. They will be active participants.

Interviewer: Which one do you think is effective for the teaching-learning process, active learning or lecture method? Why?"

Instructor 3: I think the most effective method is active learning because all the low and average achievers can learn more. But in lecture method, only high achievers are beneficiaries. It does not consider the low achievers. So active learning is important.

Interviewer: Which active learning methods do you use? Please enumerate them from most frequent to less frequent.

Instructor 3: most of the time, I use individual, group work, and pair work frequently; and I use reflection (presentation) brain storming less frequently.

Interviewer: How do you see your students' roles (e.g. participation) when you implement the active learning methods?

Instructor 3: when students are asked to participate in groups or in pairs, in fact, there are some students who have good English commandment and participate dominantly but most of them are reluctant and they are poor in English language. They expect the teacher to tell them everything. So, in average their participation is low.

Interviewer: When you give them cooperative activities or group assignments, do you think all the group members play their roles equally? If not, why? From my experience, when students are given group assignment, it is done by two or three members, how do you see this in your class?

Instructor 3: I've similar experiences. When I give them group work in the class, I motivate them and they do well, but when I give them group work to be done at home only high achievers do it. Low achievers do not participate because when I include some questions to the exams, low achievers miss it. This indicates that they were not actively engaged in the group assignment.

Interviewer: What are the major problems that impede your students to perform their roles (e.g. to participate) in active learning? What should be done to alleviate them?

Instructor 3: since most of them are poor in English language, they lack confidence on what they do and present. Above all, the tasks given to students are not in a way that participate every student in the group during presentation; group works are done by individuals and presented by individuals but marked in groups. Even at times, group works are marked without being presented when the exam approaches. Lack of commitment on the instructor's side to implement all the active learning methods could be a factor. I myself cannot apply all the methods of active learning. If all of them were implemented the role of the students would I think be enhanced.

Interviewer: Do you think the content and tasks/activities designed in the module are convenient for active learning? How?

Instructor 3: the content of teaching-learning modules is ok, but they are not prepared in a way students can participate. So they need some amendments.

Interviewer: What techniques do you use to motivate your students if you do so?

Instructor 3: first I tell them what they are going to achieve by making the objectives clear. I made them to have an interest by telling them some funny stories and jokes.

Interviewer: Which one do you think is effective for the teaching-learning process, active learning or lecture method? Why?"

Instructor 4: Active learning is better than lecture method because most of the time high achievers are beneficiaries of lecture method. But active learning comprises all types of learners including the low achievers. Students can help one another. They can interact freely and it makes students active participants.

Interviewer: Which active learning methods do you use? Please enumerate them from most frequent to less frequent.

Instructor 4: most of the time, we use group work, pair work, even individual works.

Interviewer: How do you see your students' roles (e.g. participation) when you implement the active learning methods?

Instructor 4: I can say it is medium. Most of the time, students do not want to participate I do not know what the reason is. Anyway, Student's participation is not low not high.

Interviewer: When you give them cooperative activities or group assignments, do you think all the group members play their roles equally? If not, why?

Instructor 4: as to equal participation, it is unthinkable. Some careless students don't want to participate equally with the others because they want to get marks depending on the clever students; they know that they will get their shares.

Interviewer: What are the major problems that impede your students to perform their roles (e.g. to participate) in active learning? What should be done to alleviate them?

Instructor 4: there are different problems. Most of the time, don't have enough skill, they have different backgrounds. The problems are a lot we cannot limit them.

Interviewer: don't you think that the way of assessment teachers use impede the role of students? One of the instructors who have been interviewed pinpointed that if the activities could be given in a way that participates the other members. For example, instead of assessing in group, he suggested that it would be better to make every individual present his own share so that you can see who have done and who have not done; even the marking system will be base on that. How do you see it?

Instructor 4: of course, it is possible. You can give them group works and tell them to do their own activities and they can be measured in the classroom having the presentation. But it needs more time.

Interviewer: Do you think the tasks/activities designed in the module are convenient for active learning? How?

Instructor 4: some of the modules like 'Communicative English Skills' are suitable for active learning because they have enough activities and are manageable to be done by students. But most of them are not convenient. Of course, modules are guides; they are not finalized by themselves. So we need to use them by modifying the tasks based on the students' ability.

Interviewer: What techniques do you use to motivate your students if you do so?

Instructor 4: first you have to know your students' interest, needs and how they can participate. You have to have background knowledge about your students. If they feel tired you have to find another solution that makes your students participate in the class. So we have to have different mechanisms that make students participate in the class.

Interviewer: can you give me some examples?

Instructor 4: yes, for instance we can make them present certain activities that make students participate. We can invite students to come to the front and make some activities.

DECLARATION

I, the undersigned, declare that this thesis is my original work and that all sources of material used for this thesis have been duly acknowledged.

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Place: Addis Ababa University

Date: May 6th, 2012



This thesis has been submitted for examination with my approval as a university advisor.

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